SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

YASHWANTRAO CHAVAN COLLEGE OF ARTS , COMMERCE AND SCIENCE

PLOT NO 23, SECTOR -15, NEAR D- MART, KOPARKHAIRANE, NAVI-MUMBAI
DISTRICT THANE
400709
www.ycc.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Yashwantrao Chavan College of Arts, Commerce and Science,located in plot no 23 Sector 15, Koperkhairane, Navi Mumbai. The Collegeis established in the year 2008 under "Jawaharlal Nehru Institute of Education, Science and Technological Research Trust" with state of the art library and lab.

College conducts undergraduate and post-graduate courses (Bachelor of Arts, Bachelor of Arts In Multi Media Communication, Bachelor of Commerce, Bachelor of Management Studies, Bachelor of Science In IT and Bachelor of Science In Computer Science,Bachelor of Science In Hospitality Studiesand Master of Commerce) affiliated to University of Mumbai, Mumbai Maharashtra. Yashwantrao Chavan College of Arts, Commerce and Science,is a private institute with necessary infrastructure supporting academic activities of each department.

Vision

Vision: -

"To be an institute that nurtures business professional to deliver social and economic impact."

Mission

Mission: -

"To provide quality education to enhance individual performance and elevate professional standards through innovative training programs in varied disciplines, research and extension activities.

Aim & Objectives:

- Serve and help transform society by graduating talented, broadly educated graduates and post-graduates, equipped with state of art technology resources for developing sustainable solutions.
- Academic excellence in Science, Engineering and Technology through dedication to duty, commitment to research, innovation in learning and faith in human values.
- Cultivate the spirit of entrepreneurship and the connection between academia and industry that fosters problem solving through collaboration
- Enable the students to develop into outstanding professionals with high ethical standards capable of creating, developing, and managing global engineering enterprises.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

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Strengths: -

1. Administration and Management is supportive.
2. Devoted employees, the senior professor retention rate is good.
3. Excellent performance for the past year
4. State of Art Infrastructure
5. Students from under represented groups are admitted in accordance with the reservation criteria.

Institutional Weakness

1. Lack of autonomy in curriculum designing.
2. Less time research projects.
3. Less number of Faculty Research Publications.
4. Poor quality of admitted students.
5. Admission scenario in few programmes.

Institutional Opportunity

1. Getting NAAC accreditation with a good grade.
2. Fetching research grants from government and social research sponsoring agencies.
3. Registering alumni association and seeking support from alumni for the development of the college.
4. MoU with industries and other educational institutes of good repute.

Institutional Challenge

1. Getting higher qualified faculties for Emerging technology Fields.
2. Attracting students to participate in sports and cultural activities.
3. Funded research projects with collaboration of government and private organizations.
4. Improvement in students' progression to higher education and competitive examinations.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Criteria –I Curricular Aspects

The Institute offers instruction to all students, regardless of their academic standing. The College is affiliated with the University of Mumbai and follow the Mumbai University's curriculum. Following that, the university updates the syllabus every five years. The University of Mumbai has implemented the (CBCS) Choice Based Credit System in the academic year 2016–17. Teaching staff members take part in an orientation session on

curriculum design. The academic calendar for the institute is created in accordance with the academic calendar of Mumbai University. Timetables are created by Head of the Department, and course plans are created by each individual staff.

Environmental Studies, Business communication Ethics, Communication skills are the core courses introduced by the university in the curriculum itself, which addresses Gender, Environment and Sustainability, Human Values and Professional Ethics.

Programs like Hurtfulness are organized in the institution for self-development and inter change for faculty and students. Industrial visits, site visits are also organized regularly. Students from all departments undertake internships every year to acquire practical knowledge.

Feedbacks are collected from the various Students, Alumni, Parents, Faculty, on curriculum, on the institute in general and on staff to know weakness and strength of institute, staff and syllabus.

Teaching-learning and Evaluation

Criteria –II, Teaching-Learning and Evaluation

Under the Co-Ordinated Admission Procedure, which complies with the government of Maharashtra admission regulations, students are admitted to the Yashwantrao Chavan College of Arts, Commerce and Science. The state admissions office adheres rigorously to the reservation criteria; hence, the backgrounds of the admitted students are different. Yashwantrao Chavan College of Arts, Commerce and Science, offers scholarship and free ship of The Social Welfare Department of the Maharashtra government regularly. The college employs archighly skilled and fully trained for efficient instruction across all disciplines. The academic staffs of college create the course schedule in a methodical manner for the successful delivery of the curriculum while conforming to the University of Mumbai's academic calendar. The college has a system in place for student mentorship, through which students get academic, career, and personal counselling from the mentoring faculty members.

Remedial lessons or makeup classes are offered for slow learners. The institute evaluates students' learning levels and divides them into quick and slow learners. The quick learners receive more input. By encouraging students to study for themselves through Web-based learning, multimedia, classroom presentations, and technical symposiums, strengthens the new ideas, understanding difficult issues with PowerPoint, models,and animations.

By maintaining transparency, college has brought about significant changes in the continuous assessment system. The assessment component of the course includes quizzes, laboratory exercises, mini-projects, group tasks, seminars, assignments, student activities, case studies, and SEEs (Semester End Examinations). Other assessment methods include oral exams, semester end exams and course exit surveys.

Course outcomes (COs) are determined for each course, along with programme education objectives (PEOs) for each department and program-specific outcomes (PSOs). All departments are reviewing their success in systematically evaluating COs, POs, and PSOs.

Research, Innovations and Extension

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Criterion –III, Research, Innovations and Extension

The institution has a placement cell for development and for industry-institution interaction that promotes collaboration between the two. Also, the college organises study excursions and industry visits to teach the students about the relevant topics. The students arestrongly encouraged to attend conferences and workshops to stay current on technology. Also, staff members receive financial support for publishing their papers in journals and conferences. Staff members and students are urged to secure projects supported by business.

Legal literacy, computer literacy, and English-speaking lessons have been offered as part of the skill development initiative Environmental awareness, cashless transactions and blood donation are all the important facilities. College celebrates and organize workshops on "health – vipassana", Salad Making Competition to show men and women are on the same platform, Rally and street play on women Empowerment, international women's day, Self-Defence, Street Play, Rangoli competition, Save Girl Child, Men and women, Boys-Girls together participated in "Tree Plantation Drive" for a clean green surrounding.

Infrastructure and Learning Resources

Criterion- IV, Infrastructure and Learning Resources

According to UGC and University of Mumbai standards, the college has an adequate facility for efficient teaching and learning. All departments have fully equipped and appropriate classrooms with boards, well-equipped laboratories, LCD projectors and LAN access. The college offers seminar halls with IT capabilities for hosting subject area expert lectures, paper presentations, conferences and seminars . A large reading hall is available to all students throughout the day and contains a sufficient quantity of reference books and volumes in the Institute's college library. The library has enough computer and internet resources.

The institute conducts indoor, outdoor games regularly throughout the year; The College has made provision for a multi activity hall. In this hall indoor game and cultural activity always inducted when this hall is free. Whereas according to requirement the remaining teaching room is also utilized for conducting different activities after the teaching session. The College library has subscriptions for e journals.

There is a well-defined appropriate procedure for maintenance of physical infrastructure & support facilities. Physical maintenance of entire building is categorized in different sections. Housekeeping and Maintenance Committee monitors the overall cleanliness activities of the campus. It also takes care of repairs of civil work, maintenance of plumbing work, repairs of furniture and fixtures, maintenance of water cooler, water purifiers and maintenance of firefighting equipment. This committee also looks after maintenance and repairs of electrical appliances and wiring related work. Maintenance and repair works of Computer and IT maintenance is given to the computer Dept / IT Dept. Maintenance of the lab equipment's is done by the respective Department, if required outside agencies are called.

Student Support and Progression

Criterion- V: Student Support and Progression

College offers scholarshipsto the reserve category students under the GOI schemes governed by the Social Welfare Department (SWD) of the Government of Maharashtra.

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The career guidance and training cell of the college organises a variety of career guidance programmes on a variety of chances in Indian and foreign universities. To increase their employability abilities through higher education, personality development, soft skill training, mock tests and seminars on the new technological breakthrough.

The college has offered students options nearby, on campus, off campus, and at a joint campus. Additionally, government recruitment posters have also been distributed among the students.

Thecollege Student Council is active, and they plan annual sport events, academic and cultural activities and take part in inter-collegiate competitions. Up to this point, the council has put on activities like blood donation drives, Swatch Bharat Abhiyan, self-defence classes for women, rallies in support of women, Navratri Garba, Tech-fest "ALLORA," etc.

Alumni gatherings have been held in the college frequently. This relationship between the alma mater and alumni, in which the alumni actively mentor students in their areas of expertise, benefits both parties. In addition, alumni agreed to help for the improvement of institute, the placements, and many of our alumni have expressed interest in funding as a way of expressing their gratitude and affinities for the institution.

Governance, Leadership and Management

Criterion- VI: Governance, Leadership and Management

Excellent infrastructure facilities and a positive learning environment are provided by the management of institute in large part. College strategy depend on its core belief that all programmes must promote the employability of students and also build skills through an integrated manner. In order to carry out its objective, college created a centre of learning and forged connections with other sectors.

Our institute has created a prospective plan with key goals like national organisation accreditation, centre of excellence establishment, overseas collaborations for higher education, and student placement. The institution stakeholder, including instructors, support personnel and student participates in decision-making. As a result of stakeholder participation on several committees, college has decentralised, and participatory management of college is taking adequate initiative towards welfare majors of faculty members. The staff is duly encouraged to take part in different conferences and workshops, refreshers courses to remain updated with latest technology. Also, financial assistance is provided to staff for publishing the paper in the Journal and conferences.

System of performance appraisal is in place. The performance appraisal reports are assessed by the Head of the Department, Principal and Management.

College conducts internal and external financial audits every year and has proper Mechanism for setting Audit Objections. College has established IQAC, through which many improvements are initiated, like a mentoring system, well designed course plan, brought a lot of improvements in continuous evaluation system, and adopted outcome based education.

Institutional Values and Best Practices

Criterion- VII: Institutional Values and Best Practices

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Women Development Cell of Yashwantrao Chavan College of Arts, Commerce and Science looks after the Social, Economic, Physical and Psychological health of its Female faculty and girl's students. It organizes food fest, a protest and a street play on women, Blood Donation. Institution celebrates eventsorganised by WDC in collaboration with the student council on "health - vipassana." Women's empowerment, the pledge to end violence against women, and International Women's Day.

The institute maintains an eco-club to promote an environmentally friendly environment on campus. Eco Club works in numerous ways to maintain the campus, Green. To keep the campus free of plastic, a committee has acted. Institute offers rainwater collecting provisions, additionally, includes procedures for efficient disposal of e-waste. Students and staff were raising awareness of the phrase "My Waste, My Responsibility" among everybody. Tree Plantation was also undertaken at the campus to encourage the students & all for 'go green' aim. Every year a cleaning drive is undertaken under 'Swachhata Bharat Abhiyan' in neighbourhood areas, so that awareness for 'Clean India-Green India' is experienced by all the neighbouring communities. 'Save Electricity' is the motto of the institute hence LED lights are used wherever possible. The students and staff of the institute have decided one day of the month to compulsorily use public transport for carbon neutrality.

The institute organizes national festivals like Republic Day, Independence Day, Ganesh festival, Guru Purnima, Maharashtra Day, Teacher's Day, Women Day etc... Also celebrates the Birth Anniversary of great national leaders like, ChhatrapatiShivajiMaharaj, Mahatma Gandhi,Dr.BabasahebAmbedkar, Smt. Indira Gandhi etc.

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2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College

Name	YASHWANTRAO CHAVAN COLLEGE OF ARTS , COMMERCE AND SCIENCE
Address	Plot no 23, Sector -15, Near D- Mart, Koparkhairane, Navi-Mumbai District Thane
City	KOPARKHAIRNE NAVI MUMBAI
State	Maharashtra
Pin	400709
Website	www.ycc.edu.in

Contacts for Communication

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Laxman Vithalrao Talnikar	022-27550054	8369535853	022-2754524 2	yccollege08@gmail .com
IQAC / CIQA coordinator	Naidu Savita	022-9821320294	9821320294	-	yccollegenaac@gm ail.com

Status of the Institution

Institution Status	Private and Self Financing

Type of Institution

By Gender	Co-education
By Shift	Regular

Recognized Minority institution

If it is a recognized minroity institution	No

Establishment Details

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State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Plot no 23, Sector -15, Near D- Mart, Koparkhairane, Navi-Mumbai District Thane	Urban	1.1087	4000

2.2 ACADEMIC INFORMATION

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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,Department Of Science	36	H Sc	English	160	3
UG	BSc,Department Of Science	36	H Sc	English	160	105
UG	BSc,Department Of Science	36	HSc	English	360	79
UG	BA,Department Of Art	36	H Sc	Marathi	360	169
UG	BA,Department Of Art	36	HSc	English	160	24
UG	BMS,Department Of Commerce	36	HSc	English	160	123
UG	BCom,Department Of Commerce	36	HSc	English	360	322
PG	MCom,Department Of Commerce	24	Graduate In Commerce	English	120	35

Position Details of Faculty & Staff in the College

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Teaching Faculty

	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				28			
Recruited	0	0	0	0	0	0	0	0	1	27	0	28
Yet to Recruit	0				0				0			

Non-Teaching Staff

	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				11
Recruited	0	0	0	0
Yet to Recruit				11
Sanctioned by the Management/Society or Other Authorized Bodies				11
Recruited	4	7	0	11
Yet to Recruit				0

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Technical Staff

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

Qualification Details of the Teaching Staff

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

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Temporary Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	4	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	17	0	18
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	6	0	6
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	202	3	0	0	205
	Female	130	1	0	0	131
	Others	0	0	0	0	0
PG	Male	3	0	0	0	3
	Female	13	0	0	0	13
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	9	24	26	30
	Female	6	20	19	16
	Others	0	0	0	0
ST	Male	0	3	3	0
	Female	0	2	1	0
	Others	0	0	0	0
OBC	Male	3	12	7	10
	Female	3	7	2	11
	Others	0	0	0	0
General	Male	131	139	162	124
	Female	65	132	112	73
	Others	0	0	0	0
Others	Male	5	14	0	7
	Female	2	7	1	5
	Others	0	0	0	0
Total		224	360	333	276

Institutional preparedness for NEP

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1. Multidisciplinary/interdisciplinary:	College has always sought an interdisciplinary approach in both its academic and co-curricular activities. Students are encouraged to participate in minor/major projects in the Multidisciplinary/Interdisciplinary style by forming teams from various courses. A very active club at the institute brings together students from all departments to organise different learning activities. At the Mumbai University level, traditional practises such as syllabi change occur on a regular basis. Multidisciplinary subjects gain from application-oriented education. New courses are introduced while keeping an eye on market developments and global demand.
2. Academic bank of credits (ABC):	Despite the fact that this component has been formally deployed, the institute has begun investigating this facet. Due to the fact that our college is part of the Mumbai University system, there are a few areas in which our college is required to adhere to the policies established by the university. The ABC of our students is installed at the University level.
3. Skill development:	The active certificate and training courses offered by the institute act as accelerators for skill development. Successful start-ups are already appearing. The main premise of NEP is being followed, in which degree holders are transformed into empowered individuals. Students are still more likely to choose professions than empowered individuals who will seek start-ups with their invention. This is a cultural shift; Therefore, it will take some time before a sizable portion of students decide to pursue self-employment. In terms of the skills necessary in industry, the students are significantly ahead of many of their colleagues. Although improvement is a continuous process, the Institute aims for excellence gradually.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	In order to promote the local language, art and culture, it is the regular practice at institute that all NSS activities conducted in adopted village and nearby schools. The college celebrates Teachers day, International Women Day, Garba, Chhatrapti Shivaji Maharaj Jayati, Makar sankrati etc where all the teachers and students participate in the cultural events. Similarly, as the students of the college are belonging to different cultures all are therefore given chance to perform their own cultural activities in their

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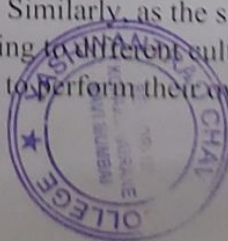
	own traditional language, dress code in various events organized by the college. As most of our students are from rural areas, so they are given freedom to share their thoughts and ideas in their own language.
5. Focus on Outcome based education (OBE):	The Institute is affiliated with University of Mumbai. Institute follows the guidelines as and when directed where in variety of approaches in teaching Learning process like lectures, seminars, tutorials/workshops/practical's and project-based learning field work. Institute is implementing it wherever possible. All the programmes are offered as outcomes-based education (OBE) which are designed keeping in mind the regional and global requirements. Course outcome of every subject is well defined in the curriculum itself by University of Mumbai. The Institute has implemented outcome-based education with clearly stated Programme Outcomes, Programme Specific Outcomes and Course Outcomes. All courses are designed with outcomes centred on cognitive abilities namely Remembering, Understanding, Applying, Analyzing, Evaluating and Creating. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so that student contribute proactively to economic, environmental and social well-being of the nation. The Course Objectives (COs) are also aligned to the PO-PSO philosophy.
6. Distance education/online education:	The institution is already prepared, especially during COVID-19 pandemic situations and teaching learning process through different online modes likewise Google Meet, Google class room, YouTube, etc. the whole college campus is Wi-Fi enabled with Projectors installed in a few classroom and hence no obstacle in online education. Post-pandemic, the online learning experience has been adopted by the faculty and students to full advantage of flexible blended mode of teaching learning. The departments are exclusively using Google Classroom, Google meet, Whatsapp App for sharing learning contents with students for most of the subjects / courses. The faculty members also prepared themselves by getting trained for using online platform for online teaching learning through FDP, Certificate Course and workshops during lockdown period. During Covid -19 pandemic various programs, meetings, seminars

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	for students were also organized by institute via online platform. These efforts can be considered as the new normal, which is included in New Education Policy as well.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Clubs (ELC's) are platforms to engage school students, college students and people in villages through interesting activities and hands-on experience to sensitise with their electoral rights. It is constituted at the behest of Election Commission of India (ECI) in all the educational institution with a motive to aware and ensure the participation of youth & future voters who are pillars of Indian democracy.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Institute has appointed co-ordinator and members for ELC's for smooth function of the ELC'S work.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The institution has conducted innovative programmes including voluntary contribution by the students in electoral processes-participation n voter registration of students and staff in co-ordination with district election administration in conduct of poll, voter awareness campaigns and promotion of ethical voting.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The institute has conducted surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The Institute has organized to register as voter in the electoral roll for above 18 years / eligible students who were not yet to be enrolled as voters in the electoral roll.

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Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
808	798	758	560	549

File Description	Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 35

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	20	18	19	13

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
8.96	16.81	32.56	39.85	15.61

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4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The College is affiliated with the University of Mumbai. The University of Mumbai established the curriculum and test format, which was sent to associated colleges for implementation via the relevant Board of Studies. Every academic year, the IQAC creates an **academic calendar** based on the University of Mumbai's term structure. At the start of each academic year, all HOD and faculty members gather to discuss the extent of the curriculum and how to make it more comfortable for the students' benefit and growth.

A common framework of **load distribution, academic calendar, timetable, course plan, daily lecture/practical monitoring, course exit survey, assignment evaluation, syllabus review, remedial classes, expert lectures, and field trips** is prescribed for effective delivery to students.

Distribution of the subject load: The Principal holds a meeting with all faculty members at the beginning of each semester to design and discuss the curricular delivery process in order to estimate the workload. Each faculty member has an equal opportunity to choose subjects based on master's-level specialization and teaching experience. They are designated subjects based on their preferences and workload availability.

Academic calendar:

Based on how the University of Mumbai set up its terms, the college makes its academic schedule so that academic and administrative work runs smoothly. The academic schedule for each term is made during a meeting with the principal, the heads of all departments, and the IQAC.

Timetable: Staff and students are given a detailed schedule of lecture and practical times for the whole term. This schedule is broken down by class and by professor. All of the students and the teachers of each topic follow this schedule for the whole semester

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Course plan: According to the university's curriculum, each faculty member plans a course for each topic based on how much time is given to them. In this plan, there is a detailed timetable for teaching and learning tasks. For each subject, each faculty has a well-thought-out training program.

Mid-semester and end-of-semester exams

Mid-semester and end-of-semester tests are given based on the course outline. Exams and evaluations from both inside and outside the department are planned in a systematic way with the help of the examination group and the head of the department. The college examination group is in charge of the Mid-semester and Semester End exams and how they are graded. The exam committee cell decides of practice tests for both semesters. Exam Committee and Unfair Means Committee decide for how to handle cases of unfair means in exams if they happen.

Remedial Lectures: Based on how well students did at the beginning, teachers can tell who a fast learner is and who is a slow learner and give them extra talks or remedial lectures to help them catch up. During remedial lectures, the course material is covered in as much depth as possible. Before taking remedial lectures, the normal class schedule is checked to see if there is time and the students who need them are told.

1.2 Academic Flexibility

1.2.1

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

Response: 10

File Description	Document
Institutional data in the prescribed format	View Document

1.2.2

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

Response: 27.7

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online

courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
418	153	161	150	80

File Description	Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

The curriculum established by the BOS, University of Mumbai, is strictly followed by the college. Gender, the environment, sustainability, and professional ethics are also covered in the curriculum. Idealizations are introduced into the curriculum to assist young people in developing a keen mindset. The curriculum meets social needs while also recognizing their importance in regional and worldwide development.The Foundation Course, which is part of the UG program's curriculum, addresses all issues concerning ethics, gender, human values, the environment, and sustainability. It also teaches young people about human rights and duties, scientific temperament, the importance of peace and harmony, the rights of vulnerable groups, minority rights violations, and other topics.

1. Gender Equality

Participation of each gender in various extra-curricular and co-curricular activities ensures gender equality. In this aim, our NSS Department runs a number of public awareness campaigns. In both sports and cultural events, each gender has an equal opportunity to participate and demonstrate their potential. A separate Women Development Cell, Internal Compliance Committee, and Anti-Ragging Committee have also been formed to address concerns concerning female personnel and female students.

2. Environment and Sustainability

Environmental Studies is a new **subject** that is part of the curriculum. Its goal is to teach students about environmental problems and how the world works in general. This encourages students to care about the environment and help it get better, and it also makes them more aware of the environment.

3. Business and Communication Ethics

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The courses "Principles of Communication Skills," "Foundation of Human Skills," and "Business and Communication Ethics" are very important for helping students learn how to communicate well, how to be a good leader, how to act ethically, how important teamwork is, and what the industry needs. It helps students learn how to think about things from different perspectives so they can better understand their responsibilities to society.

4. Anti-Ragging:

An Anti-Ragging Committee is set up to keep a healthy and friendly atmosphere among the students. It deals with ragging problems according to the rules set by the UGC and the University of Mumbai.

5. Women Development Cell (WDC):

The college set up a separate Women Development Cell (WDC) in line with UGC and University of Mumbai rules. The WDC holds seminars about sexual harassment, health problems, empowering women, and other topics. WDC also marks other holidays and events each year, such as International Women's Day.. We plan group talks, debates, and special lectures on important social issues like Cyber Crime and Gender Sensitization.

6. Human values and professional ethics:

The institute holds social awareness activities like blood donation camps, road safety programs, different cleaning activities under the Swatch Bharat Abhiyan, health check-ups, etc. The institute holds seminars and workshops on professional ethics and human values. NSS Cell runs different programs to make students aware of things that are good for society.

1.3.2

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

Response: 37

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

Response: 299

File Description	Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

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

Response: D. Feedback collected

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Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 51.78

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

2021-22	2020-21	2019-20	2018-19	2017-18
276	333	360	224	236

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
660	660	600	420	420

File Description	Document
Institutional data in the prescribed format	View Document

2.1.2

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

Response: 20.45

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

2021-22	2020-21	2019-20	2018-19	2017-18
79	59	89	28	42

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

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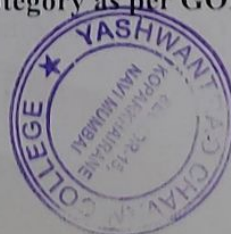
2021-22	2020-21	2019-20	2018-19	2017-18
330	330	300	210	210

File Description	Document
Institutional data in the prescribed format	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 42.53

2.3 Teaching- Learning Process

2.3.1

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

Response:

Every College decision and activity is planned with the student and the College's most important stakeholder, in mind. A number of projects are planned at various levels to make teaching and learning more student-cantered in the following ways:

1. **Laboratory experiential learning**: Practical knowledge is always used to supplement technical education. Students must participate in lab activities in order to get practical understanding. The computer lab is more familiar to first-year students.

• **Case studies**: Case studies are utilized in the management and mass media curricula to measure students' practical knowledge and their ability to reason rationally.

• **Industrial Visits**: Some courses, such as BMS, BMM, B Sc-IT, and B Sc-CS, involve field trips and industrial visits to help students learn more. As a result, visits are arranged by the subject in charge in consultation with the Head of Department and the principle.

• **Internship**: An internship allows students to see how what they learn in college and in textbooks connects to the real world. Observing how the workforce in industry applies knowledge to real-world problems.

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2. Participatory Learning:

Discussions: A wide range of issues are discussed among students in order for them to form opinions and make suggestions in order to improve their knowledge and communication skills.

Debates: Debate competitions for students are organized (Communication skills and Business Communication & Ethics, social concerns), in which students are required to come up with diverse perspectives & thought processes.

3. Methodologies for Solving Problems:

Mini projects: As part of the curriculum prescribed by the university in various topics, students are allocated Mini projects and course projects to a group of students in order to increase their practical knowledge with unique ideas.

Final Year Projects: As part of the curriculum, students are usually required to complete a field/in-house project in their final year. Students should be able to properly identify and characterize the challenge and scope of the project after completing their final year project.

Faculty members employ the following techniques/tools to improve learning experiences while using ICT tools:

PowerPoint Presentations: During the sessions, the faculty uses PowerPoint presentations, including video lectures, on topics depending on the syllabus and as needed.

Learning Management System (LMS): An LMS augments and supplements the course faculty's delivery of lectures via Google Classroom.

Training Program: The institute provides internal and external training programs for students' general growth. A department oversees the internal training program, which includes lectures by professional faculty members within the institute as well as guest speakers to have sessions on basic subjects. The Training and Placement cell offers training programs for students under the supervision of external specialists in order to keep students' knowledge up to speed with current trends in the industrial world.

Seminars and Guest Lectures: The institution hosts a variety of seminars and guest lecturers with the assistance of notable personalities from industry or other institutes to raise awareness about new technology.

2.4 Teacher Profile and Quality

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2.4.1

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

Response: 78.76

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

2021-22	2020-21	2019-20	2018-19	2017-18
23	23	23	22	22

2.4.2

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

Response: 22.47

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	3	4	3

File Description	Document
Institution data in the prescribed format	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The **Continuous Internal Evaluation** method is well thought out and follows the rules of the University so that it can measure how much the students have learned.

The College has **two tests** that are each worth 25 points and have theory, math, and design/application questions. In theory classes, the average of the scores on both tests is used as an internal review. The test

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answer sheets are graded and then shown to the students to help them improve.

Each **term work's grade** is based on the average grade for that topic, which considers when the work was turned in, how neatly it was presented, and how often the student was in class.

Students' scores on assignments, tutorials, experiments, mini projects, and course projects are recorded in the academic record book on a daily basis. This helps teachers keep track of how well they are doing. The final year projects are graded based on talks to an internal guide and an external examiner chosen by the University/Principal.

Here some of the things that are done to make sure the **assessment method are fair and open.**

Internal Assessment: A Unit test coordinator was put in charge of each area to make sure that Unit Test ran smoothly. Students and teachers are told about the exam schedule through circulars, notices, and the website of the school. If there are any, assignments and lessons are given to students, and a list of those students is posted on the bulletin board. Students are asked to turn in their assignments and tutorials before the due date. The faculty explain the process of grading in class during the orientation program and at the beginning of each term. The teachers in charge check these tasks and tutorials.

. **The Central Assessment Program (CAP)** is used to grade the answer sheets for theory exams. For the Practical/Oral/Project Exam, the university or school picks both internal and external examiners. If a student has a problem with an exam, such as filling out a form online or sending it in late, or if they have a question about their hall ticket (such as a name or gender change, a problem with their hall ticket, or if they need a writer because they are disabled or made a mistake), the problem is handled according to university rules and in consultation with the University of Mumbai

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Display of POs, PSOs and COs:

Each department (CO) has set its own Program Educational Objectives (PEO), Program Outcomes (PO), Program Specific Outcomes (PSO), and Course Outcomes. Departmental files, instructor course files, and student practise notebooks.

The institution decides how the course will go by making changes to the syllabus based on choices and credit. Using the Bloom Taxonomy, teachers can set goals for their classes. The oretical and lab COs are kept in the course files by all teachers. During classes that start a new topic or course and instructors talk
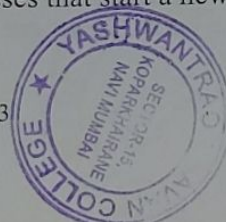
to COs.

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

During the orientation talk at the beginning of the year, the results are told to the students. The principal talks to the parents and students and tells them about the college mission, basic values, and vision..Before starting the math, you need to have the facts you need, which are Program Outcomes (PO) are statements about what learners will know or be able to do as a result of a learning action. Outcomes are often described in terms of knowledge, skills, or attitudes.

Program Specific Outcome (PSO): across many areas to figure out what the student will get when they graduate. These are in line with the Mission and Vision of the Department and College.

Course Outcome (CO): Before the semester starts, teachers of the important subjects list the COs and how far along they are.

Step 1: A table is made that shows how COs are linked to POs and PSOs. Levels of correlation of 1, 2, or 3 are called "slightly," "moderately," and "significantly," respectively.

Step 2: Make a table that shows how the methods of grading relate to the course outcomes. In this table, each CO is linked to an evaluation tool. There are two types of testing tools: those that are direct and those that are indirect. Direct assessment tools include how well a student does on unit tests, lab experiments, homework, tutorials, end-of-term exams, group talks, case studies, seminars, and projects. And indirect assessment methods like course exit polls, program exit surveys, alumni surveys, feedback from outside examiners, and so on.

Step 3: Set the goal level of achievement. For example, the results of a university exam show what the target level should be. The average grade of the class on the right internal assessment tool and the weighted average of the class on the course exit survey are used to figure out the level of internal assessment that should be aimed for. There are three levels for each mode: 1 for "Slightly," 2 for

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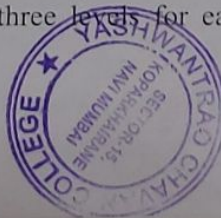
"Moderately," and 3 for "Extensively."

Step 4: The direct method uses unit test marks, project marks, and experiment marks, and so on to figure out how much each CO is worth. The indirect method, on the other hand, uses the course exit survey to figure out how much each CO is worth.

Step 5: The contribution of POs and PSOs is calculated by giving 80% of the weightage to the University/semester end test and 20% to internal assessment.

Step 6: The contribution to achieving POs and PSOs is calculated by giving 80% of the weight to the direct method and 20% to the indirect approach. This is where the POs and PSOs of the subject come together. This is how successes in any field are measured. POs and PSOs for projects, seminars, and other events are met in different ways for each person

2.6.3

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

Response: 77.37

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

2021-22	2020-21	2019-20	2018-19	2017-18
245	166	165	74	75

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

2021-22	2020-21	2019-20	2018-19	2017-18
273	188	177	127	172

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File Description	Document
Institutional data in the prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.39

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1

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

Response:

The Institute has a separate **Research and Development Committee**. This committee's job is to make sure that the college's research and development efforts work well and easily together. It helps with innovation and study projects and has well-stocked libraries, workstations just for academics, and enough technology to help with these things. Through leased line nodes, all staff members can use PCs and connect to the internet at high speeds. Through its online library and computers, the college gives people access to online tools. There are subscriptions to print journals at the college. The college has taught students how to do scientific study by having them attend a workshop on research methods.

Students also have to do projects in each or their last semester. These **projects** help students develop their research skills and show them how to use the latest knowledge in their area. The committee also encourages students to get their papers published in journals.

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Each department talks to people from the right business to find out about their skills and knowledge. The gap will be filled by setting up workshops and seminars where business leaders will share their ideas. The link between business and institutions works in the following ways: Students and teachers go on industry tours, field trips, and site visits together. Students also work on consulting projects that are paid for by sponsors.

Our college has started a few different programs to find out about new things and share them with our students. Students can learn more about new technologies in their chosen field by taking part in specialized seminars put on by the college in collaboration with representatives from relevant businesses and subject matter experts.

Every year, students also have to do an internship, which keeps them up to date on the latest work skills in their field.

Students also do project work during their last semester, which gives them a chance to learn about and use the most current information in their subject.

The college sets up classes and invites famous people from a wide range of academic fields and fields of business to speak.

Students in our undergraduate program are also expected to do project work, which helps them learn basic skills.

The college subscribed to a number of free online tools, such as subject journals, e-journals, and other online publications.

Students in their last year of college take part in a program that helps them improve their soft skills, such as their ability to speak well.

3.2.2

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

Response: 6

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on

Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
03	03	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

Response: 0.06

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	1	00	00

File Description	Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	00	00	00	00

File Description	Document
Institutional data in the prescribed format	View Document

3.4 Extension Activities

3.4.1

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

Response:

Through the **National Service Scheme**, the college does things for the society around it. A program called "Orientation" is set up so that students can learn the right attitude, skills, and information for doing community service. The different activities were done in adopted areas, slums, municipal schools, and at the college level to get people to care about social, health-related, and environmental problems. Under the Student Skills Development Programme, protests, street plays, and awareness drives were set up in which students actively took part. Special lessons were given to the kids at the chosen school. Together with government blood banks and the Rotary Club, the College set up blood donation camps, thalassemia tests, and a program to find out a college student's blood group.

Workshops and lectures on road safety were set up to teach kids about how to stay safe on the road. Some of the things the college did to raise social awareness were the **Swachh Bharat Abhiyan Cleanliness Drive** at the train station and on the college grounds, the Celebration of **Yoga Day, Tree Planting, Solid Waste Management, Cloth Donation**, and so on. The college puts on extension events to help students get more out of their "**Academic Learning Experiences**" and teach those values and skills. The effects that are expected from these actions can be summed up as follows: By doing these things, the kids are inspired to help other people. The theoretical information learned in school can be used to make the world a better place. Students learn things like how to work as a team, how to be a good leader, how to manage their time, and how to communicate effectively while taking part in and planning different programs for extension activities.

Humanity and equal rights are also taught through the extension exercise. Extension activities also teach students the new social norms and values that they are supposed to learn. The Extension programs help raise awareness about things like superstition, discrimination based on caste, and gender inequality. N.S.S. Wings often put on events that help people and the community. These programs help students grow in all areas and teach them how to be leaders.

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3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Sr.No	Name of the Activity	Details of award/ recognition received
1	Cloth and E-Waste donation drive	Received Appreciation letter
2	Blood Donation camp by MNS	Received Appreciation letter.
3	Computer literacy classes to school students	Received Appreciation letter from Principal
4	Voting Campaign	Received Appreciation certificate from NMMC
5	Blood donation camp	Received Appreciation certificate from Plasma Diagnostics Laboratories and Blood Bank., Dombivali.
6	Swacchta Bharat Abhiyan	Received Appreciation certificate from Special executive officer (SEO) Navi Mumbai Municipal Corporation , Navi Mumbai
7	Cleaning Activity	Received Appreciation certificate from Special executive officer (SEO) Navi Mumbai Municipal Corporation , Navi Mumbai
8	Road Safety program	Received Appreciation Certificate.
9	Health camp	Received Appreciation certificate by Stree Mukti Sanghatana
10	Booster Dose Vaccine Drive	Received Appreciation Certificate from Nagrik Prathmik aaurogya Kendra Navi Mumbai
11	Blood donation camp	Received Appreciation Certificate from NMMC hospital, vashi
12	Award – Leading and most promising degree college of the year 2021. (Quality Education, outstanding administration and social contribution.)	Award received from BEGINUP Research Intelligence Private Limited, Bengaluru.

3.4.3

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

Response: 5

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	2	0	0

File Description	Document
Institutional data in the prescribed format	View Document

3.5 Collaboration

3.5.1

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

Response: 3

File Description	Document
Institutional data in the prescribed format	View Document

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Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The Yashwantrao Chavan College of Arts, Commerce and Science is in a beautiful area and has well-equipped labs, large classrooms and good infrastructure facilities.

Facilities for teaching and learning:

Class Rooms: All of the class rooms are well-equipped and have good air flow. Every classroom is better for teaching and learning when it has desks, chairs, platforms, fans, tube lights, boards, and Wi-Fi.

Laboratories: There are facilities for laboratories that meet the standards for furniture, carpet area, lights, and air flow. The well-equipped labs have all the tools needed to do experiments that are on the University's course list. Depending on what the students need, the classroom is open after college hours.

Computers: The College has 45 computers with paid or free software on them. There is also a good amount of support tools like scanners and printers. There is an Internet connection with 50 Mbps of speed. Antivirus software is put in place to protect the private LAN. Every area has the right licensed or free software to meet the needs of the curriculum.

4. **Seminar Halls**: The College has a well-equipped seminar hall with enough seats, an LCD projector, a whiteboard, a raised stage, a public-address system with internet access and other features that make it a good place for large groups to meet.

5. **Library**: The central library has a lot of books, papers, and e-journals from all fields, both new ones and ones that are part of the curriculum. Newspapers in English and Marathi can also be found in the library.

There are also:

a. **Training and Placement Cell**: The Central Placement Cell was set up to help with training and

placement, and it has all the tools it needs to do things like skill development, etc.

b. **Faculty Rooms:** Each individual or shared faculty room has all the necessary furniture and a LAN link.

c. **Washrooms and drinking water:** There are enough men's and women's bathrooms on every floor, as well as places to clean water and keep it cool.

d. **Sports and Games:** Students can play games in the institute's large, well-equipped indoor sports room. Outdoor sports and games have enough space and the right kinds of equipment.

e. **Cultural:** There are enough tools in the seminar room and auditorium to hold a variety of cultural events. On the playground, there is an open theatre where cultural events can be held.

Add-on Facilities: The college also has a canteen, a photocopy centre and a first aid room.

4.1.2

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

Response: 17.03

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

2021-22	2020-21	2019-20	2018-19	2017-18
3.83	0.41	5.19	8.77	1.18

File Description	Document
Institutional data in the prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1

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

faculty and students

Response:

Integrated Library Management System (ILMS): -

The library at the institute is run by Soul 2.0 Software. Soul is the most advanced complete library management software. It was made by the INFLIBNET centre to meet the needs of institutes and university libraries. It is software that is easy to use and was made to work in client-server settings. The library's collection can be searched by Title, Author, Publisher, and Accession Number.

The software has the many features to help the library do all of its most important tasks in a computerized setting.

Signing up for e-resources: -

1. e-journals: DELNET Subscription.

2. Institute Level Membership (Applied) for e-ShodhSindhu

3. Shodhganga Membership: Membership at the Faculty Level (Applied)

4. e-books: Free e-books Available

5. There are hard and soft copies of databases.

6. Remote access to e-resources: the institution's website now has an e-library tab.

Expenditure on books and magazines: -

In the last five years, to purches books, magazines and other materials for the library the budged has been used as per need.

Per day, the library is used: -

The library is used by around 100 students and around 15 teachers every day.

An Online Public Access Catalogue (OPAC) is a tool for using Integrated Library Management System (ILMS) that lets users quickly look for books using any of the keywords: author name, title, subject, publishing, ISBN, etc. OPAC also has a Boolean search tool that lets you filter the results of a search. We put OPAC on the only computer near the library's registration desk. But you can also use LAN to access the OPAC from inside the library. There is also a link to it on our college page.

One of the main pages on our college's website (www.ycg.edu.in) gives enough information about the

library. This page talks about the various parts of the library:

• Information about the library.

• Links to useful sources about Mumbai University and open access magazines.

• Link to Web OPAC (Online Catalogue)

• Facts about Libraries

You can download both the Syllabus and the University Question Papers.

On the library computer you can find question banks and course outlines.

There are textbooks, reference books, journals, and magazines in the College Library. E-journals, e-articles, and copies of university test papers and syllabi have been added to the library to help teachers and students. The library has books on technical tests written by different people. We have autobiographies and biographies of famous people that talk about their lives, problems, schooling, jobs, and important events. There are also books about motivation and religion.

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institute has computer lab with the necessary settings for computer systems. These are given to the different departments so they can use them for academic and administrative work.

The institute has 50 Mbps of high-speed internet to help with both studies and other things.

Important Features:

• An **ERP-based E-Governance system** has been set up in the Exam Section of the Administration Office so that students, staff, and teachers can get better service.

• There are also **LCD projectors, printers, scanners, CCTV, Wi-Fi, LAN, and Internet facilities,** among other things, to help teach and learn.

• The **high-speed internet link** in the library's digital section lets students and teachers look at videos, e-

journals, e-magazines, e-newspapers, etc.

• The institute has easily accessible **open-source software** and has also bought a lot of software to meet academic needs.

• The Institute has put together a team to take care of and update the IT equipment in the Institute. This includes computers, LCD projectors, printers, scanners, and other devices.

Wi-Fi is offered in reading rooms, girls' common rooms, and boys' common rooms. Wi-Fi is also available anywhere on campus through Wireless Access Points. **Biometric tools** record the attendance of employees to make things easier and more accurate. Campus has **CCTV** e-surveillance. Our IT infrastructure for university exams (CAP) includes **Digital Exam Paper Delivery (DEPD)** and **online paper evaluation**. Institute keeps IT up to date as needed. Exams at the University of Mumbai that are graded online (called "On Screen Marking") need a fast internet connection. OSM needs certain kinds of computers and software, which the college provides.

The college has enough computers with internet access and useful software. These computers are spread out in places like the office, labs, library, departments, and more. According to the rules and laws of the institution, all of the people involved have the same chance to use the facilities. The central computer lab is linked to **the LAN**, and the students can use it. But only the office staff who have been given permission to use them can use the office computers, which are also connected to the LAN and have all the software needed to make work easy. The computers in the library are already set up with library software and can connect to a local area network (LAN). They can also connect to the internet.

4.3.2

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

Response: 17.96

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

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Response: 45

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 82.93

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)

2021-22	2020-21	2019-20	2018-19	2017-18
5.12	16.39	27.36	31.08	14.42

File Description	Document
Institutional data in the prescribed format	View Document

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Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 2.68

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

2021-22	2020-21	2019-20	2018-19	2017-18
38	29	16	06	04

File Description	Document
Institutional data in the prescribed format	View Document

5.1.2

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

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

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format	View Document

5.1.3

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

Response: 36.16

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career

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counselling offered by the institution year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
256	300	225	328	147

File Description	Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: A. All of the above

5.2 Student Progression

5.2.1

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

Response: 21.35

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

2021-22	2020-21	2019-20	2018-19	2017-18
53	30	27	25	20

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

2021-22	2020-21	2019-20	2018-19	2017-18
244	166	165	76	75

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File Description	Document
Institutional data in the prescribed format	View Document

5.2.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 1

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

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5.3.2

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

Response: 1

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

File Description	Document
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5.4 Alumni Engagement

5.4.1

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

Response:

Alumni Association is a group of people who went to college and graduated. The institute doesn't have a registered Alumni Association yet, but we're working on it. Every year, the alumni get together at the college. On average, about 100 grads show up. During the meeting, alumni talk about what it was like to be a student, how they got along with their teachers, how much they care about the college and how they think it could do better overall. Alumni do a good job of setting up guest talks, seminars, and workshops. Alumni and current students stay in touch through social media, phone calls, and emails.

Through feedback forms, alumni tell colleges about their facilities and other academic processes. They also point out curriculum gaps based on what the market needs.

In short, our alumni help young people grow their careers and take on more social duties.

The Alumni association will hopefully be an important part of making the college better and better.

This organization's main efforts and contributions are:

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1. To keep in touch with former students.

2. To Arrange alumni meets.

3. To get comments so that we can keep getting better.

5. To keep alumni contributions such as expert lectures and placement events.

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Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Governance and Leadership: -

Vision: -

"To be an institute that nurtures business professional to deliver social and economic impact."

Mission: -

"To provide quality education to enhance individual performance and elevate professional standards through innovative training programs in varied disciplines, research and extension activities."

Aim and Objectives:

- Serve and help transform society by graduating talented, broadly educated graduates, equipped with state of art technology resources for developing sustainable solutions.
- Academic excellence in Science, Arts and Technology through dedication to duty, commitment to research, innovation in learning and faith in human values.
- Cultivate the spirit of entrepreneurship and the connection between academia and industry that fosters problem solving through collaboration.
- Enable the students to develop into outstanding professionals with high ethical standards capable of creating, developing, and managing global engineering enterprises.

The vision and goals of the institute were set with help from faculty and professionals. The institute wants to be a favourite among students by offering courses that relate to current development and the needs of society. Indian culture and ideals are spread by the institute. The college helps young people get ahead and gives women more power. Quality policy and plans are made by the top management, which includes the Trustees, the Governing body, the Local Managing Committee, the Academic Council, the Principal, and the staff.

Policy and plan decisions are sent to the Principal by the Governing Body and the Local Management Committee. The heads of departments get together often to talk about plans of action and make them. At regular department meetings, the head of the department goes over the minutes from previous meetings with the staff. In collaboration with the Principal, the Head of Departments, and people in charge of committees make an action plan for the department based on the Academic Calendar, the institute's
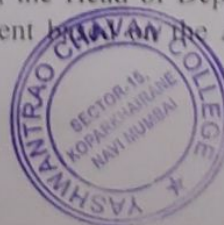
Vision and Mission, and co-curricular and extra-curricular activities. Any problems with the execution are reported to higher officials so they can be fixed.

Every year, groups are made at both the institute level and the department level. There are faculty members on these committees, and they are allowed to make academic choices.

Alumni, parents, and companies are asked for their opinions on how to make teaching and learning better.

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institute's operation is divided into **four levels: student, faculty, head of department, and principal.** By delegating diverse duties, the institute provides numerous forums for all of them to develop and deploy the same at the department, institute, and society levels. The Head of the Department, as a leader, recognizes faculty strength and analyses faculty involvement in carrying out certain tasks..

• Assistance is provided to students in organizing extra-curricular and co-curricular activities.

• Responsibilities include industry visit coordination and leadership in social forums such as the NSS unit.

• Possibilities to take on duties such as managing committees of student chapters of professional associations and institute level committees.

• Opportunities to lead particular committees while executing various activities at the departmental and institute levels, such as NSS Cell, Student Council, Student Support, and so on.

• Drive to organize industrial visits, activities, seminars/workshops, and guest lecturers for the student community.

• Encouragement to apply for NET/SET and research doctorates.

• Decentralization of diverse roles to promote leadership at the department level at the HOD level.

• Planning and monitoring departmental operations and student performance.

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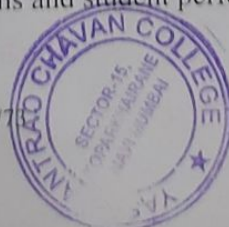
- Collaboration with outside agencies and professional organizations to strengthen teachers and students, and ultimately the institute.

- Freedom to carry out academic activities at the principal level

- Putting plans authorized by the Local Managing Committee and the College Development Committee into action.

- Financial independence and encouragement to improve quality results

Administrative Structure: The institute Governing Body, The Local Management Committee, is presided over by a chairperson and is in charge of defining policies and budget approval. The principle makes institutional decisions after conferring with the Institution's Management. HODs and committee/cell in-charges receive directives from the principle. In compliance with the rules, the institution has formed committees as well as additional committees for internal coordination and activity monitoring

Rules for Appointment and Service: -

The institute follows the regular method for staff appointment and service regulations as established by the Maharashtra government, the UGC, and the University of Mumbai from time to time. The potential applicants have been notified by management. The Principal and Department heads are authorized to carry out the staff selection procedure in accordance with the rules.

The following is the method for resolving grievances for teachers, staff, and students: -

- A **Grievance Redressal Committee** is formed at the institute level to address grievances/complaints received from students and staff members in accordance with the guidelines prescribed by UGC and the Maharashtra Government from time to time.

- The grievances are categorized by the said committee and after proper analysis, the committee recommends corrective measures. These are forwarded to the principal, and administrative authority handles the issues.

- A separate **Women Development Cell and Anti-Ragging Cell** are also established to address issues concerning female faculty and students, as well as any other related complaints.

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6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The Institute provides the following **welfare benefits** to faculties and non-teaching staff.

• Encourages and deputizes faculty to pursue higher education.

• Support for faculty participation in workshops, conferences, seminars, short-term courses, and faculty development programs.

• Encourages professors to join professional organizations and participate in their activities by providing financial support.

• Encourages faculty to participate in industrial training.

• Encourages and supports professors in obtaining research grants for their initiatives.

• Encourages and motivates faculty to use ICT technologies in their teaching and learning processes.

• Encourages faculty to publish research articles in reputable journals/conferences and provides financial support.

•The Institute conducts training programs for non-teaching personnel based on their skill development needs.

• They are encouraged to take part in the planning of technical events.

• Tuition fee waiver for staff children.

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The following are the various **welfare provisions offered for both faculties and staff:**

1. Fee reduction and priority admission to professor and staff wards.

2. Leaves (casual, earned, medical, and vacation) in accordance with university policies.

3. Maternity leaves are available for female faculty and staff.

4. Medical Centre/First Aid.

Performance Evaluation System for Teaching and Non-Teaching staff: -

To keep track of professor and employee performance, the institute uses a self-assessment rating system. Academic staff employees are required to complete Academic Performance Indicator (API) forms. There are three API forms available for teachers, technical professionals, and support staff.

The faculty API form includes general information, academic background, qualification upgrades, STTP, FDP, workshops, conferences and orientation programs attended throughout the year, co-curricular and extracurricular activities, research and publications, and other academic contributions. The API provides self-evaluation, departmental head evaluations, and principal evaluations.

Technical staff members evaluate themselves based on administrative and laboratory activities, the Aid in Teaching Learning Evaluation (TLE) methodology, the HOD's report, and the principal's report.

The self-evaluation of the supporting staff includes information about the handling of administrative chores and office management. Reports from the HOD and the Principal.

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and

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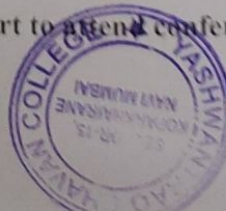
towards membership fee of professional bodies during the last five years

Response: 3.37

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	02	0	1

File Description	Document
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6.3.3

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

Response: 94.93

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	28	32	25	32

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	10	09	09	10

File Description	Document
Institutional data in the prescribed format	View Document

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6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Strategies for mobilization and optimal utilization of resources: -

Tuition and development fees are the primary sources of funding for the institute's operations. The proposed budget is developed by the principal and account officer in accordance with the annual requirement, while considering actual spending from the previous year and future goals. During negotiations with the Local Management Committee, the intended budget is modified. According to management, any shortfall is covered by bank loans.

The following is a description of the **policy mobilization process:**

•**Create A Detailed Budget**: As per requirements a detailed Financial Budget is made.

•**Institutional receipts**: Tuition and development fees received in accordance with University of Mumbai are correctly deposited and used to the institute's pay and non-salary costs. This entire process is directed by the principal and account officer. Quotations from suppliers, dealers, and contractors are received based on the specifications.

Internal and external financial auditing procedures are followed on a regular basis, and audited statements and budget estimates are prepared. Internal and external audits are performed to ensure that financial resources are utilised properly and efficiently. The annual budget is appropriately allocated and used.

Internal financial audits of the institution: Accounts officers are largely in charge of overseeing the continuing process of internal financial audit. An internal audit is performed once a year.

External Institutional Audit: The institute's financial records and books are audited each year in accordance with the income tax department's standards by a team of chartered accountants for an outside

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audit.

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Criterion 1: Curricular Aspects:

- The university has introduced the Choice Based Credit System (CBCS) from academic year 2016–17.
- Life skills and value-added activities for students have been run annually.
- The university's orientation programmes and events are open to faculty members, who are also welcome to attend and take part.
- A field trip is required of all students as part of the curriculum each year.

Criterion 2: Teaching- Learning and Evaluation:

- According to the reservation regulations of the relevant authorities, the institute has accepted students from a variety of groups.
- The institution has catered to the educational requirements of students from all backgrounds and skill levels.
- The college has hired knowledgeable and committed professors from professional backgrounds.
- The institution has ensured the use of outcome-based education by determining achievement levels of outcomes using direct and indirect assessment procedures. The university uses student-centric methodologies and experimental learning approaches.

Criterion 3: Research, Innovation and Extension:

- The institute has made efforts to encourage staff members and students to engage in research by inspiring and encouraging them to submit their work to reputed publications and conferences.
- The institution has held a number of seminars and guest talks to improve the knowledge of teachers and students.
- The Cultural Committee and NSS unit planned a number of events, including blood donation Camps, Tree Plantation and other social activities recognised by esteemed organisations in the neighbourhood.
- The Institutes have MoU with NGOs, and educational institutions.

Criterion 4: Infrastructure and Learning Resources:

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- The institution has infrastructure with well-equipped classrooms, library, seminar hall, ICT tools, Sports, and Cultural facilities as per university norms.

- The institution has motivated students to participate in various curricular & extra-curricular activities held in college.

- Institution has a well-equipped library.

- Up- gradation and Maintenance of IT facilities carried out every year.

Criterion 5: Student Support

- A government-funded scholarship and free-ship schemes provided to the students at the institute.
- Committees like Grievance Redressal Cell, Anti-Ragging Cell, and Internal Complaint Cell deal student complaints and resolves time to time.
- The student actively engaged in sports and cultural events held at inter-college and intra-college contests. The training and placement cell conducts training programmes and placement drives in-campus as well as off-campus.

Criterion 6: Governance, Leadership and Management

- A strategic plan has been created for the purpose of realising the institute's vision and mission and is being effectively implemented.
- The E-governance system is utilised for administration, finance, planning and development, student admission and examination system.
- Administration is responsible for crucial aspects such as budgetary provisions, financial assistance, and infrastructure development for smooth operation of the institute.

Criterion 7: Institution Values and Best Practices

- The institute has separate girls and boy's common room.

- Institute follows green practices such as Tree plantation, Plastic free campus, paperless work to achieve an environmental consciousness and sustainability.

6.5.2

Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement

initiatives identified and implemented
2. Academic and Administrative Audit (AAA) and follow-up action taken
3. Collaborative quality initiatives with other institution(s)
4. Participation in NIRF and other recognized rankings
5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.

Response: C. Any 2 of the above

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Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender Equity Promotion: - To assist students and staff, the institute makes a point of providing equal opportunities for activities such as personal growth; equal participation in departmental and institute-level committees has been considered through higher education, extracurricular and co-curricular activities, female students, and employees. To address these issues, the institute established a Grievance Redressal Cell.

Security and safety are top priorities for the institute. The security crew protects all personnel and students on the institute's campus around the clock.

• Entries are recorded in the security log. Visitors are not permitted without prior permission from the Head of institution.

• Security personnel often inspect ID cards issued to academics, staff, and students. CCTV cameras have been installed on every floor, close to the office, Exam QP downloading rooms, Library, and Computer Lab to ensure the institute's, students', and staff members' safety.

• The institute has floor-by-floor **fire extinguishers** in strategic areas.

• A **Women Development Cell** and an **Anti-Ragging Committee** have been formed to address issues concerning female faculty and students, as well as other concerns.

• **Cultural events and activities** such as Traditional Day, Navratri, Fresher Party, and so on are held to increase awareness and teach students about gender equality.

• The Institute provides **equal opportunities for both girls and boys** to participate in intra- and inter-collegiate activities.

• A **sanitary napkin vending machine** is available to ensure everyone's hygiene.

• The institute offers **counselling programs** and has chosen faculty members as mentors to help students.

• Well-furnished and large **common rooms** are provided separately for girls and boys.

Institutional efforts to **commemorate/organize national and international** holidays, events, and

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festivals include:

The institute celebrates national and international days such as Independence Day, Republic Day, International Women's Day, Teachers Day, Dr. Sarvapalli Radhakrishnan's Birth Anniversary, International Yoga Day, Marathi Diwas, and so on. The College feels that celebrating days and festivals is an important component of developing a student's cultural beliefs.

Every year on **August 15th, the college commemorates its independence** from the 200-year-old British authority.

We also celebrate the **26th of January as Indian Republic Day** with great fervour. The Management Trustee, Teaching and non-teaching staff, NSS students, Student Council members, and alumni all attend the celebration.

"Maharashtra Day" is celebrates on May 1st. This day commemorates the creation of the state in 1960, when it was formed out of the former Bombay State.

Guru Purnima is an opportune occasion to remember and seek the blessings of our gurus. Every year, kids observe Guru Purnima to honour their instructors by presenting coconuts and roses. Some pupils also voice their feelings towards the teachers.

• The Yashwantrao Chavan Anniversary is celebrates on March 12th to commemorate his contributions to the nation as an Indian freedom fighter and the first Chief Minister of Independent Maharashtra.

College Events:

1. Annual sports events   2. Cultural Celebration 3. National Service Activities 4.Event of Enlightenment and Technology

Festivals include: 1. Diwali   2.Garba (Navratri) 3. The holiday season   4. Maharshi Sankranti

7.1.2

The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**

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4. Green campus initiatives
5. Disabled-friendly, barrier free environment

Response: B. 3 of the above

7.1.3

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

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

Response: B. Any 3 of the above

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The Institute intends to promote **fundamental responsibility** through a range of campus events. The institute educates all pupils, regardless of gender, socioeconomic background in the community, or culture. The Institute's faculty and staff come from a wide range of backgrounds, places, and cultures. The Institute provides equal opportunity to all students. All students participate in all events, including sports, cultural, and NSS activities.

The Institute arranges different programs on campus to instil principles for being responsible citizens, as expressed in the Indian Constitution. The following are some of the annual celebrations: -

• Every year, the Institute celebrates **Independence Day on August 15th** and **Republic Day on January 26th.** On this day, a patriotic program featuring talks of national importance, patriotic music and dancing is held with zeal.

• On the occasion of Mahatma Gandhi's birth anniversary, the Institute organizes a Swachh Bharat Campaign to raise awareness about Swachata in the surrounding community.

• Programs on **Human Values and Professional Ethics** are also held on a regular basis in the Institute's extension activities cell.

•From time to time, the Institute organizes various forms of **pledge-taking activities.**

• The Institute also holds an **annual Integrity Pledge Day** on October 31st, the birthday of SardarVallabh BhaiPatel, as a symbol of unity.

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•**Road Safety Awareness Programs** are also held every year during Road Safety Week, during which students hold rallies to educate society about the need of helmets.

• The Institute NSS Unit sponsors **blood donation drives** to benefit the NMMC Hospital Blood Unit.

• In honour of **World Environment Day** (June 5th), the NSS unit organizes a "Tree Plantation" on the college grounds.

•**Indian Constitution Day** is celebrated on November 26th to commemorate the adoption of the Indian Constitution.

•On **March 8th, the Institute celebrates International Women's Day** to encourage women to raise awareness about topics such as gender equality, reproductive rights, and violence and abuse against women.

• The institute organizes a collection and **E-waste management** campaign.

• The institute organizes a "**Cloth Collection Drive**" in college and provides the proceeds to the slums or underprivileged persons in the community.

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:

. **Objective of the Practice:**

To increase the number of students passing percentage by guiding about subject knowledge

3. The Context:

To provide the right of education and good academic result so that there is better chance of placement and higher studies.

4. The Practice:

The various activities to make students aware about subject required knowledeg with various academic activities to improve results like ;

Personal attention

Identifying weak and slow learners

Practice Test

Extra Remedial classes / Lectures

Solving subject difficulties

Providing subject related notes and study material

Conducting Mock / Preliminary Exam as per University Exam paper pattern.

5. Evidence of Success:

It is observed that students benefiting from these practices.

Academic Year	No of students passed
2017-18	75
2018-19	74
2019-20	165
2020-21	166
2021-22	245

6. Problems Encountered and Resources Required:

To bring seriousness among the students about studies and placements.

Best Practice – II

Title of the Practice: Value Added Training imparted by the institute

Objectives of the Practice:

To train the students to meet the growing demands of the corporate sector. So, the college has decided to start value added training programs in the institute to increase the employability of the students through campus placement.

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The Context:

The Institute is affiliated to Mumbai University, Mumbai and follows its curriculum and academic structure designed by the University. Obviously, the pace of updating the syllabus in response to the needs of industry cannot be maintained. As the institute is located in a rural area of Pune district, most of the students admitted in the institute are lacking in communication skills and soft skills. All this contributed to lower selection rate in recruitment drives of various companies.

Institute identified where improvement was needed:

a. Students lack aptitude skills.

b. Students are weak in communication skills.

c. Students also lack basic technological inputs.

d. Lack of awareness among students about the importance of aptitude tests.

To improve upon the above the new policy was planned and implemented.

The Practice:

The policy consisted of the methodology and schedule of imparting various inputs to the students in order to improve the performance of students in recruitment drives. The inputs were subdivided into systematically design Value Added Programs catering to communication skills, domain knowledge and soft skills. In order to make the students aware of the importance of various skills i.e., aptitude, communication, soft skills and technical skills, counselling sessions were conducted.

Evidence of Success:

The success rate in aptitude test / screening test was found to have improved in recruitment drives of various companies as well as there is an increase in placement percentage.

Year	Number of students placed
2021-22	53
2020-21	30
2019-20	27
2018-19	25
2017-18	20

Problems Encountered and Resources Required:

One of the major problems faced was the availability of time. Giving these extra inputs as per the planned schedule was difficult to adjust in the academic schedule

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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:

College VISION emphasizes service to society and having a positive, transforming impact on it by actively recruiting technically proficient workers with high morals.

College MISSION focuses on being of service to society and assisting in its transformation by producing graduates who are skilled and well-educated, inspiring students to participate in collaborative activities spanning multiple disciplines, providing students with the opportunity to become ethical professionals, and fostering an environment conducive to learning and instruction.

The performance of the Institution in one area unique to its priority and thrust can be understood through one of the following activities:

1. **Extension activities conducted by the institute's NSS Cell.**

Objective of the Practice: The practice's goal is to stimulate extension activities in the surrounding community.

The Context: Give student's opportunity to build the skills needed to understand social consciousness and community concerns. As a result of these activities, the students become more conscious of social issues and increase in their dedication to social welfare efforts. NSS Program The NSS Programme officer plans forthcoming activities and meets with volunteers on a regular basis.

The Practice: The NSS Cell, which began in 2019-2020 with 50 volunteers under the University of Mumbai's NSS Unit, achieves this purpose. The NSS unit and extension activity Cell is involved in a number of programs, including as environmental protection, cleanliness campaigns; tree Plantation, assisting with the construction of latrine pits, and numerous awareness campaigns in the Koparkhairane area.

Academic year Number of activities completed.

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Acad. Year	Number of activities conducted
2021-22	20
2020-21	04
2019-20	12
2018-19	08
2017-18	08

Evidence of Success: It is noticed through participating in various events in the college's surrounding area, and it is supported by thank you letters from benefited communities, as well as activities featured in newspapers and local media.

Issues Faced and Resources Required: It is tough to coordinate funding and competent resource persons for large-scale operations.

2. The following are the Institute's additional distinguishing characteristics:

The institution takes the required steps to improve the academic performance of its pupils. The Institute promotes faculty-student connections that are cantered on teaching, learning, and assessment. The Institute for Academic Growth hosts a variety of academic events. Regular lectures, a review of the course material, conversations with specialists, and opportunities for publication and idea sharing among students are all included.

The college is responsible for academic, administrative, and research development. Using the procedure of Updating the classroom management form on a regular basis and documenting academic and administrative tasks in the daily journal.

Changes to the typical lecture management form includeat the end of each lecture, every faculty member is required to submit a lecture conducted form in order to simplify the academic management evaluation process and track the topics and percentage of the syllabus covered. It covers the number of students in attendance, the subject of the lecture, and the time of the presentation. Academic reviews are conducted using this lecture management form.

Staff Daily Diary: We have maintained our commitment to the Teaching-Learning Process as part of our efforts to improve overall academic achievement. Previously, non-uniformity in lecture delivery and syllabus coverage was noted as a problem, and in some cases, faculty bias in the rating process was revealed. A remedy to the problem was established with the adoption of a structured faculty diary. Faculty diaries/course work progress reports, which each faculty member is supposed to update with important four components such as course plan, course review, ongoing evaluations, and so on, are used to facilitate teaching and learning.

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For the method (plan) section, each faculty member first plans the topic to be taught as a semester's worth of theory and practicals. The inclusion of lectures and practices into the work report on a daily basis serves as the foundation for deployment (do). Continuous evaluation's learning (check) component keeps track of term test scores, assignment grades, and other information for computing term work. The integration (act) section's aims are to analyse the semester's overall performance and activities, identify any gaps, and adapt the process as needed.

The deployment of this faculty diary/course file ensures that the curriculum is uniformly covered within the time limit allotted while maintaining ultimate accountability. It ensures that all academic work allocated to faculty members is completed in accordance with the academic calendar. Furthermore, student performance records are kept in the journal, which promotes a great deal of learning and allows for the execution of corrective and preventative measures in the event of nonconformity, so that similar problems in the future can be avoided. It also encourages ongoing process improvement.

The purpose is to produce and improve learning input for students in order to improve their performance on exams at the end of the semester. Qualities for graduates and post graduates can also be developed. Validation is based on continuous evaluation performance, attendance, and prior semester grades. Based on the progress chart, a rubric is utilized to project the results of the semester's final test. Efforts have been made to make the student more outcome oriented.

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5. CONCLUSION

Additional Information :

Programs like Hurtfulness are organized in the institution for self-development and inter change for faculty and students. Industrial visits, site visits are also organized regularly. Students from all departments undertake internships every year to acquire practical knowledge.Legal literacy, computer literacy, and English-speaking lessons have been offered as part of the skill development initiative Environmental awareness, cashless transactions and blood donation are all the important facilities. College celebrates and organize workshops on "health – vipassana",

Concluding Remarks :

Overall Conclusive Explication about the Institution's functioning:

The college has a number of facilities that are both well-furnished and equipped with academic and administrative infrastructure and staffed by qualified personnel. The premise provides compelling evidence for the outstanding quality of the institution's undergraduate and post graduate programmes. This college is quite proud of the fact that it is a location where both students and teachers are free to pursue knowledge without any restrictions. The college has shown a genuine commitment to quality assurance procedures across all the aspects with regard to its operations.

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6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**

Answer before DVV Verification : 20

Answer After DVV Verification :10

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

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

Answer After DVV Verification: D. Feedback collected

Remark : Value has been updated as per assessments of documents provided by HEI

2.1.1	**Enrolment percentage**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
276	333	360	224	236

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
276	333	360	224	236

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
420	420	600	660	660

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
660	660	600	420	420

Remark : Value has been updated as per documents provided by HEI

2.4.2	*Percentage of full time teachers with NET/SET/SLET/Ph.D./D.Sc. / D.Litt./L.L.D. during the last*

five years (consider only highest degree for count)

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6	5	3	4	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	3	4	3

Remark : Value has been updated as per attachment provided by HEI .

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
03	04	02	00	00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	1	00	00

Remark : Value has been updated considering relevant entries as per UGC CARE list

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
05	00	00	00	00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

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0	00	00	00	00

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
20	04	12	08	08

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	2	0	0

Remark : The metric pertains to "extension and outreach programs". Accordingly only those programs would be considered which are conducted outside the HEI campus physically and for the benefit of community / society at large .

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

Answer before DVV Verification :
Answer After DVV Verification :3
Remark : Value has been updated considering relevant MoUs as per NAAC SOP, avoiding repetitions of same MoU over the years , activities conducted , Academic Year of assessment etc.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	06	19	21	18

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

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Remark : An event containing multiple activities. one event e.g. Athletic meet , having multiple activities have been counted as one

6.5.2	Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented
2. Academic and Administrative Audit (AAA) and follow-up action taken
3. Collaborative quality initiatives with other institution(s)
4. Participation in NIRF and other recognized rankings
5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : Value has been updated as per attachment provided by HEI.

7.1.2	The Institution has facilities and initiatives for

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

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Value has been updated as per attachment provided by HEI.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : Value has been updated as per attachment provided by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 40 Answer after DVV Verification : 35

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
23	23	23	22	22

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
19	20	18	19	13

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8.96	16.81	32.56	39.85	15.61

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8.96	16.81	32.56	39.85	15.61

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