



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**COSMOPOLITIANS VALIA CHHAGANLAL LALJIBHAI
COLLEGE OF COMMERCE AND VALIA LILAVANTIBEN
CHHAGANLAL COLLEGE OF ARTS**

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Valia Chhaganlal Laljibhai College of Commerce and Lilavantiben Chhaganlal Valia College of Arts a premier educational institute situated in Andheri (West) Mumbai, was established in 1986 under the aegis of the Cosmopolitan Education Society. The inscription 'Amrutam Tu Vidya (Knowledge is Nectar)' in the CES emblem illustrates the motto of the Society. The college affiliated to the University of Mumbai and recognized by the UGC under sections 2(f) and 12(B) was granted minority status at the end of the last completed academic year applicable from the A.Y. 2022-23

The college with a total strength of 2593 students offers undergraduate and postgraduate programs. The various undergraduate programs offered are Bachelor of Commerce, Bachelor of Commerce (Accounting and Finance), Bachelor of Management Studies, Bachelor of Arts in Multimedia and Mass Communication, Bachelor of Science (Information Technology). The college also offers two masters programs Master of Commerce (Advanced Accountancy) and Master of Science (Information Technology). The college also offers various add on courses to enhance skill development and employability.

The college provides for excellent facilities for teaching learning as well as various co-curricular and extra-curricular activities. The college has a well -equipped library and a spacious reading room with separate arrangement for faculty and internet browsing. The college has two auditoriums with state of art sound and light arrangements for various cultural activities. The college has various sports facilities and as well as a dedicated space for yoga and meditation.

The college adopts a student centric approach to teaching and learning and lays emphasis on industry academia connect, gender equity, environmental consciousness and instilling human values. The college also recognizes and fulfils its larger responsibility to the society and the nation as is evident from a vibrant team of student volunteers enrolled under the National Service Scheme. The college also has a Student Social Responsibility Cell (SSRC) a unique initiative to inculcate the value of social responsibility among young students. The dedicated efforts of all our stakeholders have helped the college to grow over the years and achieve a distinctive reputation not only in the locality but in the city as well.

Vision

To maintain the highest academic standards upholding the noblest ideals and moral values, to identify hidden talent, create enlightened, empowered and socially committed students and above all good human being.

Mission

To provide value - based quality education and training in an environment conducive to intellectual, social and cultural enrichment so as to mould responsible citizens with a harmonious blend of Indian traditions and modern technology for a better tomorrow.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The management has a participative approach to decision making and is always supportive and open to new ideas.
- The college is easily accessible by road and Metro.
- The atmosphere prevalent in the college is highly inclusive due to the presence of students from different linguistic and religious backgrounds.
- The college has excellent ICT enabled classrooms and well-equipped laboratories.
- The college offers opportunities for learning beyond the curriculum through industrial and field visits as well as a series of guest lectures and workshops organized by different departments.
- Students can enrol for a number of add on courses offered by the college as well as courses offered by institutes having MOU with the college.
- The faculty and administrative staff of the college are industrious and conscientious with a strong sense of values.
- The college has an extremely supportive approach towards differentially abled students.
- A unique practice of class adoption implemented by the college over the years encourages a healthy interaction between students and faculty both inside and outside the classroom creating opportunities for mentoring of students.
- The college lays emphasis on mental wellbeing of students and staff and has inhouse counselling facilities for students and staff.
- A stakeholder approach is actively practised in the college and parents are encouraged to keep themselves updated on their wards progress.
- The college has a vibrant NSS Unit which facilitates personality development through community service.
- SSRC (Student Social Responsibility Cell) is a unique social initiative of the college to sensitize young minds to their social responsibilities and inculcate in them a respect for human values.
- The college lays emphasis on environmental sustainability through a number of environmentally friendly practices both on and off campus.

Institutional Weakness

- The college is located in suburban Mumbai and has space constraints.
- The college does not have autonomy so there are constraints on syllabus framing and course development as well as modes of student evaluation.
- The state government policy of ban on new recruitments for both faculty and administrative positions in the grant in aid section of the college has created a staff crunch and increased the financial burden on the management.
- A large section of our students come from financially weaker sections and are first generation learners so many have to work to support the family and this in turn affects student progression.
- Unavailability of hostel facility restricts the number of students from other states enrolling in the college.

Institutional Opportunity

- The college will be able to improve the quality of education if granted autonomy as it will provide the freedom to design better courses, curriculum and mode of student evaluation.
- There is scope to introduce more vocational courses through collaborations.
- The college can establish more industry-academia linkages so as to create competencies that would increase the employability of students and enhance research activities.

Institutional Challenge

- The student strength in some programs is poor and sustaining the program is a challenge
- A large number of our students are first-generation learners, the parents have no education or low educational background which is sometimes a hindrance for students in making career decisions.
- Placement of students is a challenge because a lot of grooming is required to make them placement ready and there is poor awareness among students about their limitations in this regard.
- Students coming from lower socioeconomic backgrounds have a propensity to dropout to support the family and stemming this is a challenge as the current system does not allow multiple entry and exit.
- Since the curriculum, is fixed and the evaluation pattern is also predetermined it is a challenge to make a course industry relevant.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college is affiliated to the University of Mumbai and adopts the syllabus provided by the University and develops a curricular design for course delivery within the framework and guidelines of the affiliating University. The curricular planning as envisaged and monitored by the IQAC is systematic and documented through academic calendar, teaching plans and other reports and a system of continuous internal assessment which are prepared in advance across all programs.

The students are allowed to select from the courses/electives offered within the university syllabus however the college also conducts add-on, certificate and value-added courses like Tally, GST, digital and social media marketing to supplement the syllabus and foster holistic development and better employability of the student.

The college makes a conscious effort to include Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum by weaving them as seamlessly as is possible into the curriculum using a multipronged approach where in classroom teaching is augmented by organising various activities which draw attention to these issues as part of project work and field work by students. Ethical professional and business practices are part of courses of accountancy, business ethics and corporate governance. Gender issues are addressed in the syllabi of courses like Foundation Course, Media Gender and Culture, Advertising in Contemporary Society and Media Studies. Importance of human values like tolerance, peace and communal harmony are a part of the Foundation Course subject where various activities are organised which inculcate values of kindness and sensitivity towards the deprived sections of society. The college also offers courses like Environmental Studies, Environment Management Foundation Course and Green Computing. Classroom teaching is supplemented by guest lectures on environment protection and sustainability coupled with projects where students collect plastic bottles and electronic and electrical waste. This integrated approach of classroom teaching and actual action ensure that these issues are addressed effectively.

The IQAC collects feedback from stakeholders like students, teachers, employers and alumni the feedback is discussed in the meetings and action taken report is prepared after incorporating the suggestions.

Teaching-learning and Evaluation

Enrolment to the college is through a transparent admission process as per the guidelines of University of Mumbai and the reservation policy of the State government. The student profile is diverse and the college admits students on merit without any discrimination based on caste class gender region and religion. The college student teacher ratio is determined by the workload requirements as outlined by the University which the college adheres to. The college has adequate well-qualified faculty and they are encouraged to enhance their qualifications.

The college uses a blended approach to teaching and learning. Class room lectures are augmented through industrial visits, field trips and lectures by experts from different fields as well as internship opportunities. Departmental academic competitions as well as outbound training programs are conducted and students are encouraged to participate in research competitions, business plan and entrepreneurship competitions and discussion of case studies to develop innovative solutions to problems. The college emphasises ICT infusion in pedagogy and the entire college campus is Wi-Fi enabled and faculties extensively use multimedia teaching aids like LCD projectors, audio-video facilities and computer/laptops systems to conduct lectures in the classrooms.

The Examination Committee which is responsible for the conduct of all internal and external assessments ensures a time bound efficient and transparent system of student evaluation. The Examination Committee's grievance redressal committee looks after exam related grievances. Students are informed about the mechanism of redressal through the display of relevant information on the notice board and website of the college.

The college has adopted a student centric outcome- based approach to teaching and learning. Course Outcomes are written for all courses based on Bloom's Revised Taxonomy. Program outcomes are formulated using the UGC LOCF and the guidelines as outlined in the NAAC manual. The Program outcomes, Program specific outcomes are communicated to students' parents/guardians during the Orientation programme. COs, POs and PSOs are available both in the college library as well as on the college website for the reference of students and parents/guardians. Attainment of CO and PO for all the programs is calculated using a combination of direct and indirect components.

Research, Innovations and Extension

The college has a Research Cell that promotes research culture by encouraging students and faculty to participate in research competitions conferences and publish papers. The college has a research policy and provides monetary assistance to faculty for encouraging publication in UGC listed journals and participation in conferences and attending research related workshops. Faculty have received grants from ICSSR and private agencies for research projects. The Cell has organized two international research conferences and a number of lectures by external experts on IPR and topics related to research.

The college has a E-Cell and Incubation Centre as well as a Start-up Cell which organise various activities like guest lectures delivered by experts from the corporate world and entrepreneurs', competitions and activities like 'Brand Bazaar' a one day on-campus event where students got an opportunity to display their business acumen, a business plans PowerPoint presentation competition-Eureka!! 'My Unique Business Idea', a business plan and advertisement competition PLAN UP and BRAND O MANIA a competition with a focus on branding. Skill building sessions on Instagram marketing, sharp presentation skills and E-poster preparation on Canva are also conducted.

The college has a vibrant NSS unit as well as a unique Student Social Responsibility Cell (SSRC) which has conducted a number of extension activities in the community. An outstanding contribution of the college was a Covid vaccination centre set up in the college premises entirely operated by students in collaboration with MCGM which provided free vaccinations to 34,918 people across various social strata over a period of nine months. The college also has a computer literacy project in association with NIIT in a school for tribal children in Vangaon and a teaching project for adivasi children of Class X of Bhivandi in association with Rajni Foundation. The college organises Daan Utsav and students collect clothes and food grains for distribution to the rural poor in Vangaon.

The college has received appreciation from various government and non-government organisations for extension work. The college has MOUs for faculty and student exchange with other colleges as well as collaborations for field visits and on the job training for students.

Infrastructure and Learning Resources

The college provides optimum infrastructure and learning resources to students to ensure their academic and holistic development. Adequate number of spacious classrooms, well-equipped computer and electronic laboratories, audio visual room and conference room are available for lectures and other academic activities. The college has a separate yoga and meditation zone, auditoriums with state of art sound systems, an indoor sports facility with sports equipment for both indoor and outdoor games as well as gymkhana and open spaces for extracurricular activities. Separate rooms have been provided for cultural activities, N.S.S, students council, alumni as well as career guidance and placement. The student support zone has a medical centre and counselling room, a E Cell and Incubation Centre and cabins for Internal Complaints Committee, College Grievance Redressal Committee and Anti ragging Committee.

The library is very spacious with carpet area measuring about 4380 sq. ft. and has a rich collection of total 24476 books as well as periodicals. The library is automated using MICM software and has web OPAC. There are separate sections like research corner and E Resources with terminals for users to access open access databases like ShodhGanga, ShodhGangotri, Directory of Open Access Journal. The library has subscription to E-ShodhSindhu consortium college product i.e., N-List. DSpace- Institutional repository software has been installed.

The college frequently updates its IT facilities for catering to the academic and administrative needs of the students and staff. This includes installation of projectors, augmentation upkeep and upgradation of computers and Wi-Fi facility and use of ERP systems for administrative work. The college has internet service with a 50 mbps speed leased line and a broadband connection with 100 mbps speed. Regular maintenance of infrastructure for physical, academic and support facilities like computer hardware and software, air-conditioners, lift, fire extinguishers, pest control, water coolers, and water tank cleaning is undertaken through Annual Maintenance Contracts. IT personnel are appointed to maintain the IT infrastructure of the campus. Security and housekeeping staff are appointed for maintenance and cleanliness of the physical facilities in the campus and CCTVs are installed at strategic locations.

Student Support and Progression

The college focusses on the holistic development of students and provides an environment conducive to their progression. In order to provide financial support to students the college has a free ship policy as well as a committee to assist and guide students. Students are benefitted from scholarship and free ship from the government as well as private donors and the Association of Non-government Colleges (ANGC). During the pandemic the management has offered free ship as well as instalment fee payment options to students who had financial constraints. The college library has a book bank scheme and an Earn and Learn Scheme for needy students.

The College regularly conducts programs on soft skills, life skills, ICT skills, language and communication skills for students. Free counselling is provided to students through the inhouse counsellor. The Placement and Career Guidance Cell helps groom students for their professional life, provides career counselling and assists in placement and internship opportunities. Students are encouraged to enrol for free programs like Antharang Career Ready program. The College Grievance Redressal Cell, Internal Complaints Committee and Anti-ragging Committee provide a secure environment by ensuring timely intervention and redressal. The college has a unique class adoption program which also ensures that faculty have a close bond with their students and provide them with support and guidance.

The College conducts sessions on competitive exam preparation like NET SLET and various banking exams

and the library has books to assist them in this preparation. The college has two post graduate programs and undergraduate students are encouraged to enrol for higher education. Students who wish to continue their studies abroad are provided with transcripts and recommendation letters.

The college organises a number of sports and cultural competitions and students have also represented the college as well as the University in individual and team events. The college has a registered Alumni Association and a unique initiative Alumni Connect - a series of lectures conducted every year in which alumni are invited to conduct guest lectures on various topics both academic and non-academic. Alumni also assist during NSS residential camps and college festivals.

Governance, Leadership and Management

The College has excellent governance, under the visionary leadership of the principal and management. The vision, mission of the college places a strong emphasis on value-based quality education to mould students into socially responsible citizens. The college draws up a perspective plan for every five-year period keeping in mind the vision, mission and objectives of the institution. The institution follows a democratic and participatory approach to governance and encourages the active participation of all stakeholders in working towards the vision and mission. The organogram of the College reflects well-defined organization structure with hierarchical relationships of authorities and responsibilities. Heads of Departments and coordinators of different programs have considerable administrative and academic autonomy in departmental matters and they also contribute in matters relating to decision making at college level. Student representatives are also involved in the process of decision making through their representation in different committees. Such a structure allows for effective and decentralized management of different aspects and also promotes efficiency and transparency. E-governance has been implemented in the College in the areas of administration, finance, student support, and examination. Several welfare measures are provided to the teaching and administrative staff members that keeps them motivated to perform better. The Institution has established a mechanism for conducting internal and external audits on the financial transactions and the books of accounts and supporting evidences are subject to both internal and external audit every year to ensure financial compliance. These mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline to avoid defalcation of funds or properties of the institution at all levels. The performance of teaching and administrative staff is appraised on a regular basis.

The IQAC of the College is the torch bearer of institutional quality and aims at continuous improvement of quality in the academic and administrative functioning of the College. The IQAC has been instrumental in initiating collaborative activities with different institutions and continuous improvements in teaching and learning including the adoption of outcome-based education a learner centric approach towards teaching and mechanisms for regular feedback and actions based on the suggestions received.

Institutional Values and Best Practices

The college places a great emphasis on fostering values of tolerance, harmony, patriotism, and encourages an inclusive approach embracing diversity as well as socially responsible citizenship.

The College is sensitive towards gender equity issues and as primary steps has a gender policy as well as an annual gender sensitization plan which provides a framework to foster gender equity. The college aims at creating in young minds respect for our rich and diverse culture by celebrating national festivals with great

fervour and also observes various commemorative days. The college has equity diversity and inclusion policy which aims to create and nurture a diverse and inclusive community within the college which is inclusive of cultural, regional, linguistic, communal, socio-economic and other diversities. Celebrating plurality and diversity that are an inherent part of the Indian cultural ethos figures predominantly in our curricular and co-curricular activities. The programs, competitions, folk dances organised by the Cultural Committee become an important medium for promoting respect and appreciation of our diversity. Indian languages are promoted with students writing articles /poems in both Hindi and Marathi for the college magazine and the library having books and newspapers in these languages.

The college is environment conscious and has policies in this regard and has undertaken various audits. The college provisions for has solar energy, rain water harvesting and waste management systems for wet waste as well as e waste. The college is sensitive to the needs of their divyangjan students and has lift, ramp and universal toilet facilities. The college has screen reader software and dyslexia friendly software installed on its website and also provides scribes for students who need assistance during examinations.

The college has over the years adopted a number of good practices however two of the best practices are a class adoption program and using technology to enhance stakeholder engagement.

The distinctive feature of the college is its emphasis on moulding socially responsible citizens. The college has established a Student Social Responsibility Cell which focuses on instilling in students an awareness of their social responsibilities and encourages them to cultivate a habit of good citizenship.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	COSMOPOLITIANS VALIA CHHAGANLAL LALJIBHAI COLLEGE OF COMMERCE AND VALIA LILAVANTIBEN CHHAGANLAL COLLEGE OF ARTS
Address	D. N. Nagar, Cosmopolitan Education Society Road, Andheri West
City	Mumbai
State	Maharashtra
Pin	400053
Website	https://valiacollege.co.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Shobha A Menon	022-26303583	9969021083	-	principal.valiacollege@gmail.com
IQAC / CIQA coordinator	Bageshree P Bangera Bandekar	022-26303125	9969023926	-	bagehshree.pbb@gmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	08-02-2010	View Document
12B of UGC	08-02-2010	View Document

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	D. N. Nagar, Cosmopolitan Education Society Road, Andheri West	Urban	0.934305	15352.41

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Department Of Commerce	36	HSC	English	432	343
UG	BCom,Department Of Commerce	36	HSC	English	1230	1172
UG	BA,Department Of Arts	36	HSC	English	204	125
UG	BSc,Department Of Information Technology	36	HSC	English	432	319
UG	BMS,Department Of Management	36	HSC	English	557	473
PG	MCom,Department Of Commerce	24	TY	English	240	128
PG	MSc,Department Of Information Technology	24	TY	English	40	33

Position Details of Faculty & Staff in the College

**Self Study Report of COSMOPOLITIANS VALIA CHHAGANLAL LALJIBHAI COLLEGE OF COMMERCE AND
VALIA LILAVANTIBEN CHHAGANLAL COLLEGE OF ARTS**

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				3				3			
Recruited	0	0	0	0	1	2	0	3	1	2	0	3
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				25			
Recruited	0	0	0	0	0	0	0	0	8	17	0	25
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				11
Recruited	5	3	0	8
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				13
Recruited	9	4	0	13
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

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

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	8	16	0	24
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	12	14	0	26

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

**Self Study Report of COSMOPOLITIANS VALIA CHHAGANLAL LALJIBHAI COLLEGE OF COMMERCE AND
VALIA LILAVANTIBEN CHHAGANLAL COLLEGE OF ARTS**

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	438	12	0	0	450
	Female	336	5	0	0	341
	Others	0	0	0	0	0
PG	Male	35	0	0	0	35
	Female	48	0	0	0	48
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	87	93	102	99
	Female	74	78	106	104
	Others	0	0	0	0
ST	Male	5	4	6	5
	Female	1	1	2	5
	Others	0	0	0	0
OBC	Male	108	125	139	151
	Female	144	157	153	149
	Others	0	0	0	0
General	Male	923	943	1021	1065
	Female	902	944	952	991
	Others	0	0	0	0
Others	Male	51	49	42	41
	Female	53	41	63	53
	Others	0	0	0	0
Total		2348	2435	2586	2663

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The College is affiliated to University of Mumbai and hence need to strictly adhere to the Curriculum prescribed by the University of Mumbai from time to time for various programmes / courses. In the first and second year of all the programmes in Arts and Commerce, the University has introduced and the college offers Foundation Course, which encompasses a multidisciplinary approach. The course has various topics in humanities and sciences and covers disciplines like Economics, Political Science, Psychology and Environmental Science. Some of the topics covered are The Indian Constitution, Significant Aspects of political processes, Globalization and Indian Society, Concept</p>
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	<p>of Liberalization, Privatization and Globalization, Human Rights – Origin and evolution of the concept, Universal Declaration of Human Rights, Ecology, Understanding stress and Conflict, Managing stress and conflict in contemporary society . The syllabus also has topics on Science and Technology like Laser Technology, Geographic Information System, Remote sensing, Satellite technology, Global Positioning system and Information and Communication system. The college offers a number of programs under the commerce faculty but also offers one programme each under the arts, management studies and science faculty. The college which has predominantly commerce programs also offers a program each in media, management studies as well as in Information Technology at the undergraduate level. The management studies program offers specializations in marketing human resources and finance but has an inter-disciplinary approach as it combines disciplines like accounting, economics, statistics and psychology and information technology. The objective is to have students entering the industry to be generalists with relevant depth of their chosen discipline. The college also has under the same management and housed in the same premises the Valia Centre of Excellence which offers variety of professional courses across various disciplines as well as Valia School of Management offering a Post Graduate Diploma in Management. The introduction of NEP 2020 will give our college an opportunity to collaborate with these institutions to enhance academic activities in various departments of our college.</p>
2. Academic bank of credits (ABC):	<p>The College is affiliated to University of Mumbai and is not an independent degree granting body or an autonomous college. The University has already introduced credit system in its various programs which is also being followed by the college. When the NEP comes into effect from 2023-24 the college will register under the National Academic Depository (NAD) as per directions from the affiliating University. With the multiple exit options, the students will be provided with the academic credits earned at each exit option. The Academic Bank of Credit (ABC) would be particularly relevant and useful to our students who have to often take breaks in their academic journey and even migrate to other</p>

	parts of the country due to compelling personal reasons so the college will facilitate the process of multiple entry and exit by registering itself and depositing credits earned in the depository.
3. Skill development:	The college offers opportunities for skill development through a dual model. On the one hand the college has under the same management and housed in the same premises the Valia Centre of Excellence which offers variety of professional courses across various disciplines including digital marketing, social media marketing, tally and GST as well as cybersecurity . On the other the college has MOU with other institutions and offer courses in graphic designing, advanced Java, CCNA, hardware and networking, microfinance and equity market. The college will lay greater emphasis on these skill enhancement courses with the active implementation of NEP from the coming academic year as integration of these courses into the curriculum will become possible.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college has a considerable number of students who have had their basic schooling in an Indian language so they are well versed in that language. Hence faculty use Hindi and the local state language Marathi to clarify concepts to students in the classroom. All faculty are fluent in Hindi and the local language as well as their mother tongue so the Indian languages are used extensively to facilitate effective communication both inside and outside the classroom. A number of competitions like essay writing poetry writing elocution and storytelling are organized at the college level where students are encouraged to write or speak in an Indian language. The college magazine also gives students an opportunity to express their creativity using Indian languages as it has both a Hindi section as well as a Marathi section. Students also participate in intercollegiate level competitions of folk dance and singing which again have a focus on local language and culture. Exhibitions are organised which showcase the diversity of Indian culture as a part of regular teaching and learning.
5. Focus on Outcome based education (OBE):	The college has adopted Outcome Based Education (OBE) approach. Under the guidance of the IQAC the process started with a workshop by experts on Blooms Revised Taxonomy to understand the

	<p>philosophy behind this student centric approach. This was followed by department wise meetings of faculty in which after a series of brain storming sessions the Program Specific Outcomes (PSO) and Course Outcomes (CO) were written down. This was followed by the process of mapping these to the Program Outcomes (PO) of general higher education. After the mapping process was completed for all courses across all programs the deliberations on attainment started. A framework to calculate attainment based on both direct and indirect parameters was then developed and implemented. The curriculum delivery is structured keeping in mind the outcome-based model and the College facilitates developing graduate attributes like inter-disciplinary knowledge, problem solving skills, effective communication, life-long learning, ethics, and environment and sustainability. However, since the college is affiliated and not autonomous there are restrictions on our implementation of this taxonomy to evaluation methods.</p>
6. Distance education/online education:	<p>The college is affiliated to University of Mumbai, we cannot use the distance education format for any of our regular programs. However, during the pandemic in 2020, the college was compelled to move to an online mode of education. At the college level, teachers and students were trained with usage of online teaching-learning technology. The College conducted lectures, exams, and also other academic activities online during the pandemic. The college continues to use the online system for its Continuous Internal Evaluation for those programs where the college can design the evaluation method. The college also conducted add on and certificate courses online during the pandemic and found that student enrolment for these courses was higher when conducted online. So now the college has decided to use a hybrid or blended learning approach for all its courses which are not affiliated to the university. A number of capacity building initiatives were also conducted online and benefitted students immensely. The college used google classroom to share content with students during the pandemic and currently uses an application to share course content with students. The college proposes to continue with a blended approach in future too.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy is taken up as an activity under National Service Scheme and an Electoral Literacy Club has been formed consisting of both NSS volunteers and other students.
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?	Student coordinator and faculty coordinators has been appointed. While forming the club special care has been taken to ensure that there are representatives from all gender and all social strata both open and reserved category.
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 college has conducted voter awareness and registration process. As part of this initiative students were made to understand the process of registration on the National Voters Services Portal. They were informed about the procedure for rectifying and correcting the details in the Voter ID cards and how to obtain Smart Election Card.
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.	A rally was conducted to create awareness among the students and the general population about the importance of voting. As part of this activity students prepared slogans and placards about the importance of voting and the rally was organized in the college and adjoining residential areas. Students also participated in the National Voters Awareness Contest on the theme 'My Vote is my Future -Power of One Vote' on the occasion of National Voters Day to reiterate the importance of each vote through creative expression. This contest under SVEEP (Systematic Voters' Education and Electoral Participation) programme of Election Commission of India taps into the talent and creativity of people while also strengthening democracy through their active involvement. The students participated in activities like essay writing, slogan writing, quiz and poster making competitions. They also took a pledge on the occasion of National Voters Day. Our faculty and administrative staff are always involved in the electoral process, they undergo necessary training and perform duties at polling stations.

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.	Voter registration is conducted as a yearly activity by the Electoral Literacy Club under the aegis of the National Service Scheme. The process begins with a notice about who are eligible to register and documents required etc. A registration counter is set up and members of the electoral club assist students in the process. The facility is also extended to the general public from the adjoining localities.
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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
2663	2586	2435	2348	2215

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2 Teachers

2.1

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

Response: 52

File Description	Document
Upload supporting document	View Document
Institutional data in the 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
26	29	30	27	25

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
75.05	68.44	99.35	86.82	92.76

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 to the University of Mumbai and adheres to the curriculum designed and prescribed by the University. The IQAC ensures that a robust system is in place for effective curriculum planning and delivery and Continuous Internal Evaluation. Academic planning is done before the start of the academic year and every department contributes to the preparation of the academic calendar. Preparation of the academic calendar helps to serve as a source of information and a planner for the entire college. The tentative plan is discussed in a meeting organised by IQAC with Heads of Departments, convenors and presented as the academic calendar. The academic calendar shows the start and end of each semester stating various activities to be conducted, the internal evaluation schedule, and the tentative schedule of external evaluation. The main purpose of fixing these dates in advance is to enable the departments to plan for their own department programmes and events and avoid conflict of dates and venue. Schedules for First year and Second-year Semester End and backlog examinations as well as internal evaluation in all self-financed programs are decided by the college and the dates for the Third Year University examinations are incorporated into the calendar once they are announced by the affiliating university. The teaching faculty prepares a teaching plan considering the dates indicated in the academic calendar. The faculty in charge of the time table prepares class wise and faculty wise time table and there are mechanisms in place to ensure that these are followed to ensure timely and effective completion of prescribed curriculum. Adherence to the teaching plan is monitored by the Head of Departments / Coordinators on a monthly basis and reviewed by Principal / Chief Coordinator. Feedback from students, other faculty, alumni and other stakeholders are taken into consideration before preparing the academic calendar. The academic calendar is displayed on the college website and shared during the orientation programs with students. Changes in the academic calendar due to unforeseen developments if any are communicated to students.

The examination department of the college adopts the CIE system to assess the students' progress throughout the year. The Continuous Internal Evaluation is generally scheduled at the middle of a term. The Examination Committee of the college adheres to the calendar of events which reflects the conduct of the semester as well and internal examinations as per university norms. The Examination Committee notifies the schedule of internal tests well in advance to students and also directs the respective faculty members to prepare all the question papers well in advance before the commencement of internal tests. Faculty members are informed to evaluate answer sheets and submit the marks within the stipulated time. In certain courses project work is stipulated by the University and so projects are also collected from students as per a schedule decided and informed to students in advance. The college has integral mechanisms to ensure syllabus completion and conduct of CIE within the time frame and accordingly various measures are taken.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

Response: 37

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 16.65

1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
480	291	421	390	457

File Description	Document
Upload supporting document	View 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 into the Curriculum

Response:

The college makes a conscious effort to include Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum by weaving them as seamlessly as is possible into the curriculum of all programmes offered by the college using a multipronged approach where in classroom teaching is

augmented by organising various activities which draw attention to these issues.

Ethical professional and business practices are part of courses of accountancy, business ethics and corporate governance and students are taught ethics in business practices as a part of the curriculum including the ethical aspects to be borne in mind in maintaining accounts and presentation of financial statements. Consequently, students learn about the negative consequences of accounting frauds and understand whistle blowing policies in the corporate world. Relevant issues like rights and duties of auditors and importance of independence of auditors are discussed. Ethics is also explored through the courses of Psychology of Human Behaviour at Work, Content Writing, Investigative Journalism and Sales and Distribution Management. This helps to mould responsible individuals and professionals with integrity. The students learn about laws related to industrial relations and industrial disputes, employee health, safety and welfare, compensation management and social legislations. They are taught about ethics and law in corporate communication, which also includes principles of good media relations.

The complexity of gender issues and understanding their impact are also incorporated into the syllabi of a number of courses. Gender issues are addressed in the syllabi of courses like Foundation Course, Media Gender and Culture, Advertising in Contemporary Society and Media Studies. Concepts like disparity, sex ratio, gender inequality, women entrepreneurs and their problems are also addressed in these courses. These courses are prescribed believing in the right of equal opportunities to all irrespective of gender, an idea which must necessarily be promoted from the classroom itself. Guest lectures and workshops on women's rights, health and safety are organised and students are sensitized through activities like gender fairs. Human values are a part of the Foundation Course subject where students learn about the importance of values like tolerance, peace and communal harmony which are so important to national progress. Students are encouraged to undertake activities like sell products made by the destitute and prepare quilts for the aged which inculcate kindness and sensitivity towards the deprived sections of society. Blood donation drives and covid vaccination drives are organised by students in the college which also help to sensitise students and develop empathy in them.

Environment and sustainable living practices are two vital interlinked themes that rightfully feature in all programmes. The college has programs which offer courses like Environmental Studies, Environment Management and Green Computing. Ecology and its interconnectedness, sustainable development and environmental degradation form a part of the syllabi of these courses. Classroom teaching is supplemented by guest lectures on environment protection and sustainability coupled with projects where students collect plastic bottles and electronic and electrical waste. This integrated approach of classroom teaching and actual action ensure that these issues are addressed effectively.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 77.32

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

Response: 2059

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)

Response: Yes

File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 88.46

2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
979	897	936	926	936

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1114	1052	1054	1036	1028

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

Response: 36.05

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

2021-22	2020-21	2019-20	2018-19	2017-18
217	212	185	177	166

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

2021-22	2020-21	2019-20	2018-19	2017-18
566	519	531	522	517

File Description	Document
Upload supporting document	View 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: 102.42

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 using ICT tools

Response:

Student centric methods of teaching and learning enhance the learning experience for the learner and hence help sustain interest in learning. The college uses a blended approach to learning where experiential, participative and problem-solving methodologies along with ICT tools are integrated into the regular classroom experience.

Experiential learning is the process of learning through experience enabling students to learn in a more practical manner. To complement classroom learning with real-life or first-hand experiences the theories learned in the classroom are augmented through industrial visit and field trips. The college organises industrial and field visits to BSE, JNPT, National Film Archive of India, Kesari publishing house, Krishi Vigyan Kendra, Kosbad National Academic Depository (NAD) Navneet Publications, as well as offices of Chartered Accountants where they get an experience of the world of work. The college also arranges lectures by experts from different fields which facilitates vicarious learning. Students are encouraged and assisted to gain professional experience through internships.

Participatory learning involves a student centric approach where students play an active role and facilitates learning from peers and makes education interesting and enjoyable. The activity-based learning includes participation in various departmental academic competitions conducted in the college as well as outbound training programs. Students organise various exhibitions and fairs in the college which help them understand issues like cultural and gender diversity. Essay writing, elocution, open mic, mock stock, app building and quiz competitions are organised at the college level and students are encouraged to participate in intercollegiate competitions. Organising college festivals, entrepreneurial events help in sharpening their management, public relations, IT and communication skills.

Problem Solving methods facilitate development and enrichment of student's creativity, decision-making ability, critical thinking, and reasoning power. Students are encouraged to participate in research competitions organised by the university and present their research work. Business plan and entrepreneurship competitions and discussion of case studies encourage students to develop innovative solutions to problems.

The college emphasises ICT infusion in pedagogy to improve learning and make it more student centric. The entire college campus is Wi-Fi enabled and faculties extensively use multimedia teaching aids like LCD projectors, audio-video facilities and computer/laptops systems to conduct lectures in the classrooms. Faculties share PowerPoint Presentations with students and use video clips available on the World Wide Web in the classroom. Teachers make use of subscribed e-resources such as INFLIBNET N-list and open resources available on the internet like YouTube, SlideShare, websites, PDF, E- books and share the same with the students. The college conference hall and audio-visual room are digitally equipped with a projector and audio system and are used for expert talks and various competitions. During the pandemic all lectures regular, expert, remedial and add on and all activities were conducted online using Zoom platform. Google classrooms and Teach Us app are used to share all content with students including study material and assignments. Kahoot app is used for conducting quizzes for students. So the college facilitates teaching and learning using multiple ICT tools.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 93.2

2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
28	32	31	28	28

File Description	Document
Upload supporting document	View Document

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

Response: 48.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	15	13	11	11

File Description	Document
Upload supporting document	View Document
Institutional 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 college is affiliated to the University of Mumbai and so internal and external assessment is conducted as prescribed by the University. The College informs students about the syllabus by displaying it on its website and a copy of the syllabus is also available at the library. Faculty also discuss the syllabus during lectures.

The Examination Committee is responsible for the conduct of all internal and external assessments. The committee frames the time table for the examination which is then communicated to the students by displaying the same on the website as well as the notice board. The committee also appoints the paper setters and examiners in consultation with the head of the department and 2/3 sets of question papers are collected for internal and term end examinations respectively. Question papers are drawn as per the pattern suggested by University and the pattern is communicated to students well in advance. Model solutions are prepared by paper setters, ensuring fair evaluation of answer scripts and external moderators are also appointed to ensure that assessment has been fair and unbiased. In courses with project work it is conducted by respective course faculty after issuing notices regarding nature of project and mode and date of submission and the marks are submitted to the examination committee after assessment. All marks are cross checked before the submission for result processing and results are declared within the stipulated time. Students who cannot appear for examinations, due to medical reasons and/or while representing the college in various other activities, may appear for the additional examination conducted by the college. Unfair means are dealt as per the ordinance of University of Mumbai by an independent committee. During the pandemic the entire process was conducted online using an app. To acquaint students with the application, students were provided with a demonstration followed by mock examination on the application. During the examination, technical problems faced by students were immediately resolved by the team of faculty monitoring the process.

The Examination Committee's grievance redressal committee looks after grievances if any that a student might have related to any aspect of the exam. Students are informed about the mechanism of redressal through the display of relevant information on the notice board and website of the college. Such students with grievances are required to fill a grievance redressal form available in the college office. From amongst the members of the exam committee, a grievance redressal committee is formed that looks after students' exam related grievances. In case of internal assessment related grievances, the grievance redressal committee resolves the issues in consultation with the principal. Students who are dissatisfied with the grades obtained are given an opportunity to apply for revaluation and photocopy of answer book.

Grievances related to university examinations are routed in writing to the university through the college office and the response received is duly communicated to the aggrieved student. The entire process is time bound efficient and transparent.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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 and attainment of POs and COs are evaluated

Response:

Course Outcomes are written for all courses offered across all programs using action verbs based on the six levels of cognitive learning according to Bloom's Revised Taxonomy. These are broadly grouped into LOTS (Lower Order Thinking Skills - Remembering Understanding, Applying) and HOTS (Higher Order Thinking Skills- Analysing, Evaluating, and Creating).

Program Outcomes are formulated using the UGC LOCF and the guidelines as outlined in the NAAC manual and include Critical Thinking, Effective Communication, Social Interaction, Effective Citizenship, Ethics, Environment and Sustainability, Self-directed and Life-long Learning and reflect what the students graduating from any of the educational programs should be able to do

Three Program Specific Outcomes have been prepared per program and they describe what the graduates of a specific educational program should be able to do.

Course outcomes are written at the departmental level and discussed and approved in the departmental meetings and Program outcomes and Program specific Outcomes are formulated by a committee consisting of the principal IQAC coordinator and the different heads of departments/coordinators and the same are then discussed and approved by the IQAC.

The Program Outcomes, Program Specific Outcomes are communicated to students parents/guardians during the orientation programme for transparency in the teaching- learning process.

The outcomes of the course are discussed in departmental meetings. Course outcomes are reviewed at the start and end of each unit.

Faculty members convey Course Outcomes to the students at the start of each semester. COs, POs and PSOs are available both in the college library as well as on the college website for the reference of students and parents/guardians. (<https://valiacollege.co.in/>).

Attainment of CO and PO for all the programs is calculated using a combination of direct and indirect components. The steps are as follows:

1.Course Outcomes for all courses and Program Outcomes for all programs are written.

2.Relationship of Course Outcomes to Program Outcome is mapped as follows

- High relationship- 3
- Moderate Relationship -2
- Low Relationship-1
- No Relationship- Blank

3.Contribution of all the courses to the program is obtained as a Weightage (Number of H/M/L under a given PO multiplied by 3/2/1 respectively)

4. Course contribution (Course Weightage) of a particular course to the program is calculated using the formula

Course Weightage=Total scoring of CO of one course in each PO and PSO÷ Total scoring of CO of all courses in each PO and PSO×100

5. Direct attainment component is calculated on the basis of percentage of students scoring above 50 % aggregate marks (Grade B and above) in a given course.

6. Indirect attainment component is calculated on the basis of feedback by students wherein all cases of 'Strongly agree', 'Agree' and 'Undecided' are considered favourable.

7. Final Weighted Contribution of CO in attainment of PO and PSO is calculated using the formula

Final Weighted Contribution of a course=Course attainment score × course weightage score.

8. Final attainment is derived by consolidating the weighted contribution of all course attainment.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2 Pass percentage of Students during last five years

Response: 89.46

2.6.2.1 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
827	752	773	486	531

2.6.2.2 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
867	817	794	638	650

File Description	Document
Upload supporting document	View 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: 3.65

File Description	Document
Upload database of all students on roll	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: 2.85

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	0	0	.85

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

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

Response:

The E-Cell and Incubation Centre and Start up Cell were established in June 2018. with the objective of incubating the entrepreneurial spirit of students by organising various activities. Interactive guest lectures delivered by experts from the industry, business and corporate sector are organised by the Incubation Centre. The Start-upCell is set up with the objective of developing

the entrepreneurial spirit within the students through various activities. The main aim of the cell is to encourage and support the entrepreneurial ideas of students by providing financial, infrastructural and moral support. A number of activities in collaboration with industry were conducted for the students.

A workshop on equities and mutual funds for beginners introduced the students to the working of stock exchange. A session was conducted by CA. Prof. Anil V Tilak on various opportunities for self-employment. A guest lecture on career options in human resource, finance and marketing was organised for students in order to acquaint them with the various career avenues available to them after their graduation. The Start-up Cell in association with the departments of BMS and BAF organised 'Brand Bazaar' a one day on-campus event where students got an opportunity to display their business acumen. The event began with a seminar on entrepreneurial skills conducted by Dr. Hasina Sayed, a trained entrepreneurship educator and mentor. This was followed by the main event where students set up stalls in the college,

selling items like food, clothes, and cosmetics. Since 2019 a business plans powerpoint presentation competition-Eureka!! 'My Unique Business Idea' is being conducted by the E-Cell and Incubation Centre which encourages students to come up with innovative business ideas. In the year 2020-2021 the Incubation centre in association with the placement cell and technology and livelihood partner, Jeevitam conducted a national level webinar on 'Shaping Women Leaders of the Future' which emphasised the importance of participation of women in the workforce. A number of sessions on leadership and soft skills, effective presentation delivery and career opportunities in various sectors and industries were conducted for the students by industry experts. Sessions on Instagram marketing, sharp presentation skills and E-poster preparation on Canva were conducted by the E-Cell and Incubation Centre in the academic year 2021-22. Five students of the college were provided with financial support to attend a five days entrepreneurship development programme in SIWS College. Notch-up! - take yourself to a next level - a capacity building initiative organised by the BMS, BAF, BSCIT AND BAMMC departments in collaboration with the incubation centre consisted of a series of workshops focused on professional skills upgradation, personality development and grooming. A business plan and advertisement competition PLAN UP was conducted for aspiring young entrepreneurs to showcase their business ideas and advertising skills. A competition, BRAND O MANIA was conducted in which students had to design a product or service and had to design its logo name and other aspects of its branding. The college constantly strives to provide opportunities and an ecosystem for innovations, creative ideas and transfer of knowledge.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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: 28

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
5	6	8	4	5

File Description	Document
Upload supporting document	View 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: 0.46

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
5	16	3	0	0

File Description	Document
Upload supporting document	View 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: 1.37

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
9	5	6	33	18

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.4 Extension Activities

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

Response:

The college has conducted a number of extension activities with the dual aim of community service, holistic development of students through developing sensitivity to social issues. The activities conducted by the college have primarily focussed on environmental protection, health and safety and socially responsible citizenship.

Environmental Protection-The major activities undertaken with this objective were,

- E waste collection drives and setting up E-waste bins in the college premises which are regularly used by students as well as the general community. The collection is then sent for recycling through an authorised agency.
- Making and distribution of paper and cloth bags among local vendors to reduce the use of plastic.
- Collection and recycling of plastic bottles from the community in association with Bisleri.
- Nirmalya collection during Ganesh festival and coastal clean-up drives are regularly conducted in the beaches in the vicinity.
- Tree plantation drives in urban and rural locations.

Health and Safety-The major activities undertaken with this objective were

- A Covid vaccination centre was set up in the college premises entirely operated by students in collaboration with MCGM which provided free vaccinations to 34,918 people across various social strata over a period of nine months.
- Students also prepared and distributed masks to needy people in the community.
- Menstrual hygiene awareness and distribution of sanitary napkins is an activity conducted which focuses on women's health and hygiene.
- Anti-tobacco campaign created awareness among youth about the ill effects of tobacco use and addiction and this message was spread in the community.
- Blood donation drives are regularly conducted in public places to help meet the need for blood.
- Organ Donation Awareness is created among students and in the community.
- AIDS and HIV awareness in the community through street plays.
- Road safety awareness activity is conducted in the community to create awareness about following traffic rules and the importance of wearing helmets.

Socially Responsible Citizenship- To develop empathy and social sensitivity among students the activities conducted were,

- Collection and sale of old newspapers to generate funds for the education of underprivileged children in rural areas in the country.
- Selling of lamps (diyas) prepared by destitute women to generate funds.
- Selling of Rakhis prepared by blind to generate funds.
- Quilt making and distribution to leprosy patients an activity in which students learnt how to stitch quilts from used old sarees and bedsheets and distributed them to leprosy patients.
- Students prepared 450 Diwali hand-made greeting cards for soldiers which were sent to soldiers at the Kutch border.
- Students painted social messages on T-shirts which were later distributed thus creating awareness about social issues.
- Anti-human trafficking project in collaboration with The Movement, an NGO.
- Daan Utsav in which the students collected clothes and food grains for the rural poor which was then distributed at Vangaon.
- Teaching project for adivasi children of Class X of Bhivandi in association with Rajni Foundation.
- Students spend quality time interacting with orphans from YMCA boys home.
- Computer literacy project in association with NIIT in a school for tribal children in Vangaon.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response:

The college is deeply committed to the cause of betterment of society and therefore has worked extensively both with government and government recognised non-government organisations towards various social causes and these efforts have been well appreciated. Our primary focus has been on health, hygiene, environment protection and education of the underprivileged.

NATURE & DESCRIPTION OF EXTENSION ACTIVITY	NAME OF ORGANISATION FROM WHICH APPRECIATION HAS BEEN RECEIVED
HEALTH RELATED ACTIVITIES	
The college has conducted blood donation drives in collaboration with a number of agencies both in the college as well as in the community which has been much appreciated.	Mahatma Gandhi Seva Mandir Hospital Blood Bank Jagjivan Ram (Western Railway Hospital) Blood Bank Seth G.S Medical College and K.E.M Hospital (Municipal hospital) L.T. M.G. Hospital (Municipal hospital)
The college has conducted Thalassaemia Minor Screening Camp an activity which involved both creation of awareness as well as actual screening and distribution of reports.	Think Foundation
Pulse Polio Immunization Drive is a regular activity where the college works along with the local municipal bodies to administer polio drops to infants in the locality.	Municipal Corporation of Greater Mumbai (K west ward)
Covid Vaccination Drive was one of the most remarkable activities of the college. The college set up a vaccination centre in the college premises in association with Municipal Corporation of Greater Mumbai (K west ward) which was entirely operated by students for a period of nine months and vaccinated 34,918 people across social strata. This activity was appreciated by the University of Mumbai as well as the state government which held a function to specially felicitate the college students.	Municipal Corporation of Greater Mumbai (K west ward) University of Mumbai State government of Maharashtra

The college also works to create awareness about organ donation and has received an appreciation award.	University of Mumbai
HYGIENE AND ENVIRONMENTAL PROTECTION	
Cleanliness drives especially beach cleaning is a regular activity which has been appreciated by the community.	Rajani Foundation (NGO) Madh Island Welfare Association (NGO) United Way Mumbai (NGO)
Plastic collection and recycling is another focus area of the college in the direction of environmental protection where the college has implemented a Bottles for Change Program.	Bisleri International Pvt. Ltd.
EDUCATION OF UNDERPRIVILEGED	
The college works extensively for the cause of education of underprivileged children of society.	YMCA (Boys Home for destitute children) Indian Development Foundation (IDF Bal Gurukuls) Rajani Foundation Shivsahyadri Pratishthan

Some of the other noteworthy extension activities which have been much appreciated are flood relief work in Sangli and Kolhapur, preparation of handmade Diwali greeting cards for Indian Army and anti-human trafficking awareness.

All these certificates and letters of appreciation are a testimony to the college efforts in the area of extension work.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 167

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

2021-22	2020-21	2019-20	2018-19	2017-18
60	22	38	25	22

File Description	Document
Upload supporting document	View 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: 13

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

The college spread over a campus area of 40698.35 sq. ft and a built-up area of 15352.41 sq. ft has adequate facilities for curricular co-curricular and extracurricular activities.

The facilities available are

- 30 wi-fi enabled spacious lecture rooms equipped with projectors
- Two computer laboratories equipped with 50 MBPS broadband speed.
- Separate laboratory for the M.Sc. (I.T.) program with computers having 8 GB RAM and internet speed from 30 MBPS to 50 MBPS.
- Electronics laboratory with CRO, Digital Multi meter, Electronic Telecom Kits, Microprocessor Kits and Raspberry Pi kit.
- English Language Laboratory is enabled with Wordsworth English Language learning software.
- An audio-visual room for multimedia and mass communication students.
- An air-conditioned conference room with internet facility and projector for meetings and conferences with limited participants
- An IQAC room with computers, printers and internet facility
- Department rooms for the different departments with computers, laptops and printer.
- A library and reading room measuring an area of 438.23 sq. metres with a common reading area, cubicles for teachers, reserved space and a computer for divyangjan, e-resources section, e-library, OPAC enabled computer system, reprographic section with internet facility.
- Cultural committee room measuring 400 sq. ft. with various musical instruments namely harmonium, sitar, tabla, keyboard which are made available to the students for cultural activities.
- A large air conditioned state of art auditorium with an area of 8000 sq. ft with a stage area of 1000 sq. ft. and a seating capacity of 1000. It is equipped with 4 speakers, 2 subwoofers, 2 monitors and 1 signature 20-mixer and 2 LCD screens.
- A smaller air conditioned auditorium with an area of 2300 sq. ft., seating capacity of around 300.
- A well-maintained quadrangle in the college premises spread across 5276 sq. ft., open space used for activities and events.
- An open area with a stage used as a yoga and meditation zone as well as an open area for practice of street plays and sports.
- Indoor sports facility measuring 1500 sq. ft. with sports equipment for both indoor and outdoor games.
- A gymkhana with equipment measuring 980 sq. ft.
- Arrangements for hiring sports ground for annual athletic meet and football coaching.
- A career guidance and placement cell office equipped with a computer and internet facility.
- NSS room equipped with a computer with internet connectivity and a printer.
- Separate rooms for students' council and alumni association
- Separate common rooms for boys and girls. The girls' common room has facilities for indoor games and a separate washroom with sanitary napkin vending machine and incinerator.

- A student support zone located on the ground floor of the building which includes a medical centre (equipped with a bed, first aid kit stretcher and wheelchair) and counselling room, a E Cell and Incubation Centre and cabins for Internal Complaints Committee, College Grievance Redressal Committee and Anti ragging Committee.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 10.78

4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
8.39	1.94	6.92	15.311	12.99

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

The College library is a gateway to a world of information and plays a crucial role in providing information services and research. The library is very spacious with carpet area measuring about 4380 sq. ft. It has a rich collection of 24476 books as well as periodicals like newspaper, journals and magazines. It has different sections like book stack area, reading room, E-resource centre, research corner, faculty area, newspaper and periodical rack and a suggestion box to collect student suggestions.

Library services:

- Reading Room – It has a seating capacity of more than 200.

- Cubicles for Faculty- Separate cubicles are available for faculty members
- Circulation service- Library provides issue return of books as per policy based on user type.
- Current awareness service: News articles on current topics are scanned and sent to staff on daily basis.
- Book-bank: Students with low-income background can apply for this benefit.
- E-Resources- Library has separate section with terminals for users to access open access databases like ShodhGanga, ShodhGangotri, Directory of Open Access Journal etc. Library has installed DSpace- Institutional repository software in which question papers, syllabus etc. are maintained.
- Outreach activities: Library arranges book exhibition annually where well-known vendors/publishers display books and faculty members and students can recommend books. Orientation is conducted for first year students to familiarize them library rules and its services.
- Internet accessibility: Library has Wi-Fi access and power switches and more than 30 Ethernet cable nodes for internet access where students can use their own devices.

Library is partially automated with MCIM Library Management Software since 2010 which is now upgraded into a cloud-based system. The system thus allows multi user remote access and is user friendly.

The software has the following modules:

- Circulation/Transactions: Library uses circulation module for issue and return.
- Cataloguing: For accessioning and entries of textbooks, reference books, donated books.
- Subscription/Serial Management: This module facilitates tracking of periodical subscription.
- Labels/Barcoding: Software gives spine label and barcode for books, barcode for patrons which can be scanned for quick circulation of books.
- Footfalls: Student attendance in library is recorded by scanning the barcode present in students ID card
- Web-OPAC: Remotely searching of library documents and their availability.
- Reports: Facilitates generation of reports like footfall, book purchase, creation of accession registers, fine collection, periodicals, top books issued and top users.

The library has subscription to E-ShodhSindhu consortium college product i.e., N-List in which 6000+ e-journals and 799500+ e-books from different publishers is accessible to users.

The library has updated its collection like textbooks, reference books and renews periodicals, NLIST database with expenditure of more than 15 lakh/-. The library has spent minimum 3 lakh/- annually to update its resources.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

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

Response:

The college continuously upgrades its IT facilities so as to improve quality of the teaching learning experience and for efficient administrative functioning.

- Internet Connection: The college has enabled internet service with a 50 mbps speed leased line and a broadband connection with 100 mbps speed. The college has 49 Wi-Fi routers for teaching-learning purposes which are used by students and staff.
- Computer Systems and their Configuration: The college has 242 computers for students with following configuration: Processor i3, P4, Dual Core etc. 8 GB/4GB RAM, 1TB/500 GB HardDisk, 3.8 GHz CPU Speed.
- Laboratories: The college has 3 state of the art computer laboratories and one language laboratory with computers which are updated with latest software and hardware. The college has one electronics laboratory with a computer and latest equipment such as IOT kit, Raspberry pi kit and digital electronics kit.
- ICT enabled teaching learning: All classrooms are ICT enabled. The college has a total of 38 projectors. The college had purchased 2 licensed logins on Zoom platform for conducting online lectures and co-curricular activities during the pandemic from 2020-2022. The college uses an App for scheduling lectures, taking attendance, recording syllabus, sharing study materials and notices and collecting feedback on faculty.
- Accounting and Finance: The college uses software for accounting purposes like Tally ERP 9. MICM software is used for administration purposes.
- Admission Support: Academin, Mastersoft ERP systems were used and now the Teach Us ERP system is used for student admission
- Examination and result processing: The college uses Teach Us online exam module for conducting online examinations for students. The college has installed the On-Screen Marking software system of the University of Mumbai and faculty use the system to assess answer books. The college also has provisions to digitally receive question papers for university examinations. Microsys software is used for result processing.
- Biometrics: Staff attendance is recorded using face recognition SmartOffice software
- Website: The college has availed the services if I-Digitize for website development and hosting. The college website is used for displaying notices to students, lecture timetables, examination, activities and to communicate with all stakeholders.
- Library: The library various E- Books, E-Journals, access to online portals like Shodhganga, Infilbnet etc. The college has E-library equipped with computers and Wi-Fi for students and staff and uses the MICM library management system and has D-Space, an institutional repository. MICM student attendance system is used to record library footfall count.
- CCTV Camera: The college has installed dome and bullet CCTV cameras in the premises for continuous surveillance purposes.
- Computer Security and antivirus: The college has a Securite End Point Security Console antivirus license for computer security and Sophos XG 135 firewall protection for network protection.

The college also uses various Government and University of Mumbai portals like AISHE, Maha DBT,

MKCL for examination, administration and scholarship purposes.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 10.32

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

Response: 258

File Description	Document
Upload supporting document	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 37.48

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
35.48	27.42	42.39	30.65	22.39

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

Response: 5.78

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
219	156	127	97	109

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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

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

Response: A. All of the above

File Description	Document
Upload supporting document	View 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: 85.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
2274	2089	2303	1936	1833

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

5.2 Student Progression

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

Response: 31.88

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
167	206	231	223	247

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
827	752	773	486	531

File Description	Document
Upload supporting document	View 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 (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 100

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
7	6	4	7	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	6	4	7	0

File Description	Document
Upload supporting document	View 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: 36

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
13	0	9	8	6

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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: 47.2

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
28	9	64	66	69

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

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

Response:

The college has a registered Alumni Association named “Valia’s Alumni Association” (Registration Number: MAH/MUM/394/2022/GBBSD) which was registered under the Societies Registration Act 1860 on 22.02.22.

Valia College aims and strives to create and maintain a strong and positive relationship with its alumini there by fostering a lifelong bond between the alumni and their alma mater. Hence over the years

the college had active alumni who were associated with the college; however, it was functioning as an unregistered body. The process of registration was initiated in 2019 March but was delayed due to the pandemic and could be completed only in February 2022. The Alumni Association provides a platform for an exchange of ideas on various issues among alumni, students and faculty and alumni contribute in different ways.

A unique initiative pioneered by the college is Alumni Connect and very well received by students is a series of lectures conducted every year in which alumni are invited to conduct guest lectures on various topics both academic and non-academic.

Some of the sessions conducted were by

- Dr. Megha Juvekar Ms. Priti Matharu and Ms. Minal Suryvanshi faculty with University of Mumbai on 'Career Opportunities in Advertising' and "Creativity in Advertising", "Supply Chain Management" and "Logistics" and "Project Management".
- Mr. Mathew Thomas our alumni employed with Infosys on "Emerging Trends in IT".
- Mr. Akshay Kamath founder of Analitix Solutions (Tax Consultants) on "Income Tax Filing".
- Ms Swati Raut Regional Head for Gold loan operations with Axis Bank on Careers in Banking.
- Ms. Asawari Chitnis on "Coping with Failure".
- Ms. Disha Pandya a national level Para -Athlete and also a creative lead and TedX and Josh Talk speaker conducted a motivational talk for the students.
- Ms. Laxmi Mishra a team leader with Motilal Oswal Securities conducted a Motivational Boot Camp.
- Mr. Yashwardhan Chauhan a merger and acquisition associate with GOAT brand Labs on walking through graduation and choosing the right career.
- Ms. Prerana Katore Social Media and Copy writing Executive Veda Factory and a trained Kathak dancer conducted a session on performing arts and the new paradigm.

Our alumni are also invited to judge various competitions conducted by the college. Mr. Santosh Sahu and Disha Pandya contributed to the extracurricular activities by judging various competitions like 'Brand Bazar' and PPT presentation during annual cultural festivals.

The Alumni participate in various NSS activities and are a strong support to the N.S.S program officer during the NSS residential camp.

Alumni who have shaped themselves into successful entrepreneurs, have been regularly contributing to the Entrepreneurship Development Cell. Mr. Santosh Sahu guided students by conducting a session on "Innovative Business Ideas and Planning a start-up".

Alumni are a part of the decision-making bodies in the college like the IQAC and the CDC and also provide feedback on the syllabus.

A few of our alumni have also chosen to take up employment with the college as faculty as well as administrative staff and thus build a deep bond with their alma mater.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

Cosmopolitan's Valia College was established in 1986 under the aegis of the Cosmopolitan Education Society with the driving motto - "Knowledge is nectar".

The vision and mission are as under

Vision- To maintain the highest academic standards upholding the noblest ideals and moral values, to identify hidden talent, create enlightened, empowered and socially committed students and above all good human beings.

Mission- To provide value-based quality education and training in an environment conducive to intellectual, social and cultural enrichment so as to mould responsible citizens with a harmonious blend of Indian traditions and modern technology for a better tomorrow.

The college draws up a perspective plan for every five-year period keeping in mind the vision, mission and objectives of the institution. The vision, mission of the college places a strong emphasis on value-based quality education to mould students into socially responsible citizens. The institution follows a democratic and participatory approach to governance and encourages the active participation of all stakeholders in working towards the vision and mission. The Governing Body delegates authority to the principal who, in turn shares it with the different levels of functionaries in the college. The Heads of Departments, Co-ordinators of different programs and the Conveners of various committees help in the execution of the plans keeping in mind the vision and mission of the college. Heads of Departments and coordinators of different programs have considerable administrative and academic autonomy in departmental matters and they also contribute in matters relating to decision making at college level. Such a structure allows for effective and decentralized management of di and also promotes efficiency and transparency. Faculty and students, as members of various statutory and non-statutory committees play an important role in implementing the vision and mission of the college. Faculty contribute towards maintaining academic standards and fostering socially responsible citizenship through the different curricular and extra-curricular activities they plan along with students. The institution at all levels of the hierarchy lays emphasis on ethical behaviour through words as well as actions thus displaying our commitment to our vision and mission.

Decentralization and participative management functions at the college level through a mechanism for delegating authority and providing operational autonomy to all the various functionaries. The IQAC which has representatives of all stakeholders decide the thrust areas at the start of the academic year which are discussed and approved in the College Development Committee meeting and communicated to all. Heads of departments convene meetings with their respective departments and plan activities and allocate work among the different members. Departments decide the activities to be done by the respective departments with a broad focus on the thrust areas. Student representatives are also involved in the process of activity

planning. Convenors of different committees follow an identical process to plan out extracurricular activities. A plan of activities is then chalked out and the same is submitted to the Principal by the committee convenor. Heads of departments/Convenors of different committees can review and make necessary need -based modifications.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

The college is permanently affiliated to the University of Mumbai. The apex body is the Governing Council of Cosmopolitan Education Society. The organizational structure of the college is headed by the Principal which incorporates both the grant -in-aid and self-financed sections. The grant in aid section has only one program, in this section there are Heads of Departments, faculty and librarian. The self-financed section however has four undergraduate and two postgraduate programs with a Chief Coordinator for this section followed by separate Co-ordinators for each program, faculty and librarian. The administrative section is also separate for both grant-in aid as well as self-financed sections. The grant in aid section has an Office Superintendent, Head Clerk, senior, junior clerks and support staff (library attendant, peons). The self- financed section has a head clerk, junior clerks and support staff (library/laboratory assistants, peons). The college also has a College Development Committee (CDC) and an IQAC with representation from all stakeholders and all statutory as well as non-statutory committees to foster holistic development of students along with staff welfare. The decision- making procedures are made at appropriate levels in the organizational hierarchy. Appointment of staff is done on the basis of sanctioned posts received from the University of Mumbai and as per requirement sanctioned by the governing council from time to time. Code of conduct for the students, teaching and non-teaching staff is displayed on the college website. Policies relating to environment, divyangjan, gender sensitization, equity diversity and inclusion, infrastructure, freeship, E Governance, financial support and research are displayed on the college website. The college has a College Grievance Redressal Committee, an Internal Complaints Committee and a Anti Ragging Committee constituted as per guidelines to address issues related to grievances of staff and students and cases of ragging. Suggestions are welcomed from the students through suggestion boxes and authorities generally have an open-door policy wherein staff, students and parents can approach them without prior appointment.

The institution prepares perspective plans for a 5-year period, currently the perspective plan for 2021-22 to 2025-26 is in effect. The perspective plans focus on three major areas – Infrastructure, Academic and Administrative. The plan in effect has been partially accomplished as we have completed only one year into it. The previous perspective plan for the period spanning 2017-18 to 2020-21 has been significantly

accomplished. This is reflected in the investment towards implementation of ICT facilities in the classrooms, IT laboratories and environment friendly systems like solar energy panels, rain water harvesting systems and provisions for wet waste and E waste management. Training programs are held for faculty and administrative staff on a regular basis. Faculty members were trained in use of online learning platforms and encouraged to create online learning material and assessment tools like Kahoot, Quizlet, Google classrooms, etc. The college also invests significantly on the library which subscribes to Nlist inflibnet and Shodganga and is stocked with reference books of different disciplines.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Provident Fund Benefit: The staff members are provided with provident fund benefit in the form of employee contribution as per statutory norms and an equal amount contributed by the employer; and the total amount is deposited at EPFO, Bandra.

Gratuity Scheme: The College provides gratuity benefit to the permanent staff as per “The Payment of Gratuity Act” when the staff resigns or is provided with super annuities.

Admission and Fee Concession for Ward of Staff Members and Staff members: The College provides for admission of wards of staff members through management quota seats. Fee concession is also provided to the ward of staff members and to any staff pursuing higher education in the college.

Sponsorship for Seminars, Workshops and Conferences, Courses and FDPs: The staff members are

provided with sponsorship from college for participating in seminars, workshops, conferences, enrolment for the courses and FDPs for their professional growth and development.

Seminars and Workshops for professional and personal growth: The College organizes several seminars and workshops for the teaching and non-teaching staff on financial literacy, mental and physical well-being and professional growth.

Felicitation of Outstanding Achievements of staff: The college recognizes the achievement of its staff members and felicitates them for achievement of National Level awards.

Felicitation of long serving staff: The college recognizes the loyal contributions of its staff members and felicitates them on completion of 15 years of service.

Collective celebration of festivals: The college regards staff as family and celebrates festivals like Diwali, Sankrant and Navratri with teaching and non- teaching staff participating in the festivities together.

Counsellor and Medical facility -Free counselling facilities and basic medical care are available to staff.

Free Parking Facility: There is parking space at the campus where staff members are allowed to park their two-wheelers and/ or four wheelers without any parking fee.

Maternity Leaves: Female staff members are entitled to maternity leaves.

Compensatory and Duty Leaves: The staff members are provided with compensatory leave, and duty leave to participate in conferences, workshops and training programs.

Uniforms and Washing Allowances to Class IV employees: The Class IV staff are provided with uniforms and washing allowances.

Internal Complaints Committee (ICC): The College has formed ICC that looks into prevention of sexual harassment of staff members at workplace.

Special Hygiene precautions during Covid- Staff were provided with sanitizers and the entire campus was regularly sanitised to ensure employee safety.

The performance of staff is appraised on a regular basis. In the case of full-time teaching staff they complete a self-appraisal form which is then reviewed by the coordinators/heads of department and the principal. Student feedback is collected through a form administered online and reviewed by authorities. In the case of visiting faculty only student feedback is collected and then analysed by authorities. In the case of office staff confidential reports are filled up which are reviewed by the principal. The principals performance is appraised through a confidential report prepared by the principal and reviewed by the management.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 32.85

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
5	6	9	13	12

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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

Response: 14.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
18	4	9	3	1

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
22	21	23	22	22

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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:

The college has one program which is within the grant in aid system funded by the state government. Six programs including four undergraduate programs and two post graduate programs are self -financed and hence financially self-sufficient. The various sources from which the institution receives funds and mobilizes resources are

- Fees collected from students
- Salary grants from the government of Maharashtra (only for the Bachelor of Commerce Program which is under the grant in aid system)
- Funds from University for NSS activities.
- Grants from UGC
- Interest on Corpus,
- Endowments for academic prizes
- Sponsorship for college festivals
- Research grant from government bodies like ICSSR and private bodies like Datagami.
- Other miscellaneous sources like fines and penalties.

All major capital expenses involving infrastructure repair and renovation are carried out with financial support from the management. The college ensures optimal utilization of finances for academic and other activities. Financial planning is done at the beginning of the academic year well in advance with efficient budgeting involving all concerned authorities. management reviews all the financial activities through proper scrutiny of budgets and expenses and through internal and external audits and takes necessary steps to ensure that the college has a sound financial position.

The institution has established a mechanism for conducting internal and external audits on the financial transactions and the books of accounts and supporting evidences are subject to both internal and external audit every year to ensure financial compliance. The internal audit is conducted by Bhuta and Sons and the external audit was conducted by A.F. Khasgiwala and Co. for financial year 2017- 2018 and 2018- 2019 and by Nikhil Gandhi and Co from 2019- 2020 onwards. A regular internal audit permits monitoring of financial management of the institution. It is conducted objectively and designed to improve the institutions governance. The auditor ensures that all payments are duly authorized after the audit, the report is sent to the management for review. Any queries, in the process of audit would be attended immediately along with the supporting documents within the prescribed time limits. External auditors thoroughly verify the income and expenditure details and the compliance report of audit is submitted to the management of the institution. It provides independent assurance that its control processes are operating effectively and simultaneously ensures total compliance with statutory requirements and obligations. These mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline to avoid defalcation of funds or properties of the institution at all levels.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

The IQAC, plays a significant role in contributing towards the quality assurance and enhancement strategies in the college.

- IQAC has conducted different audits academic audit administrative audit green audit environmental audit and energy audit.
- IQAC has contributed towards preparing all the different policies in the college so as to ensure greater effectiveness and uniformity in decision making.
- The IQAC has also been instrumental in initiating collaborative activities with different institutions.
- The IQAC collects feedback on a regular basis, studies them and takes actions based on the suggestions received.
- The IQAC places primary emphasis on continuous improvements in teaching and learning and the use of experiential and participatory learning like quiz competitions, field and industrial visits. All

matters relating to teaching pedagogy, preparation of the academic calendar, student review of teaching plans and ensuring continuous internal evaluation are regular practices that the IQAC adopts.

- The IQAC was instrumental in the adoption of a learner centric approach towards teaching and learning with an emphasis on Outcome Based Education. In this direction the PO PSO and CO were written and mapping was undertaken and method to calculate attainment were devised.
- The IQAC as the torch bearer of institutional quality places a lot of emphasis on technology adoption by both academic and administrative staff. Faculty were trained in the use of online platforms like zoom and kahoot. They also familiarized themselves with the use of google tools like forms, spreadsheets and even set up google classrooms which they used in sharing information with students. The IQAC has organised sessions like 'Office Automation, Document Control and Record Management' and 'Excelling with Excel for Smart Results' for administrative staff help enhance productivity.
- The IQAC promotes the spirit of research among staff and students through participation in 'Avishkar' - Research Convention and through hosting research conference/webinars.
- The IQAC fosters holistic well-being of staff and students through sessions like 'Stress Management', 'Suicide Prevention', 'Healing with Meditation,' "Understanding Spirituality", 'Turning Proficiency into Efficiency', 'Holistic Excellence', 'Story & Drum Circle' and 'Dance Therapy' to name a few.
- Gender sensitization is also a focus area of the IQAC and this is achieved through events like 'Let Her Bloom' a session by renowned psychiatrist Dr. Harish Shetty for girl students and their parents, collaborative socially relevant projects with IDF, a charitable public trust and 'Vacha' (NGO-Resource Centre For Girls) like 'Gender Mela and 'Youth Fair'.
- Environmental consciousness is also a focus area and it is on the basis of the suggestions in IQAC meetings that solar energy systems rain water harvesting systems and safe waste disposal techniques have been implemented in the organization.
- ICT infrastructure enhancement has been the result of the suggestions made by the IQAC.
- Alumni Connect a lecture series by alumni , Class Adoption Program a student support initiative and implementation of an application Teach Us for stakeholder connect are some of the unique initiatives by the IQAC.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2 Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

The College is sensitive towards gender equity issues and as primary steps in this direction the college has a Gender Policy and a Women Development Cell. The Women Development Cell prepares a gender sensitization plan every year which provides a framework for the activities. These steps ensure a gender sensitive culture in the college that encompasses staff and students alike. Efforts towards sensitising students regarding gender equity begin in the classroom itself. The inclusion of gender related concepts in varied courses across all programs lays a sound foundation to explore gender issues outside the classroom. The college through its Women Development Cell works closely with non-government organisations with expertise on gender issues to conduct activities like gender mela and youth mela to identify and dispel deep rooted patriarchal approaches, social conditioning and foster gender equity using role play and other such learner centric approaches. To emphasise the all-pervading influence of stereotypes in our daily lives, sessions on social advertising help highlight the biased depiction of women in advertising and media. Sessions on legal awareness, career guidance, health, hygiene, cyberbullying and self-defence workshops for lady students are conducted regularly. Efforts are also made to encourage financial independence through sessions on financial literacy, practical investment in stock markets, opportunities for self-employment etc. Boys and girls can take part in all the activities organised by the college. The college magazine, a platform for student's creative articulation encourages literary contribution in the areas of women empowerment, gender equity thereby spreading an important social message through the representative voices of the young. To ensure a safe and secure environment for students the college has appointed security personnel who are permanently stationed at the college gates and the two student entry points of the college. For security and surveillance purposes cctv 's and cameras have been installed at various strategic points and in all classrooms. The college has gender separate restroom facilities on every floor and dedicated common rooms for boys and girls. The girls' common room has attached washroom facilities with a sanitary napkin vending machine and an incinerator.

The college aims at creating in young minds respect for our rich and diverse culture by celebrating national festivals like Diwali, Raksha Bandhan, Ganesh festival, Navratri, Christmas and Makar Sankrant with great fervour. These celebrations provide an opportunity to increase the cohesiveness among staff and students as they come together. The college also observes various commemorative days like Labour Day, Youth Day, National Girl Child day, Yoga Day, Gandhi Jayanti, Martyrs Day, Rashtriya Ekta Diwas, Aids Day, World Mental Health Day, Consumer Rights Day, Shivaji Maharaj Jayanti, Indian Airforce Day and National Voters Day. Various activities like guest lectures and competitions are conducted in the college and students also participate in activities organised by the university which highlight the significance of these days. Days of national significance such as Teachers Day, Independence Day and Republic Day are also celebrated with great enthusiasm.

All these activities provide opportunities for holistic and balanced development of young minds.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Upload supporting document	View Document

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

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

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

Response:

Our college provides an environment which is inclusive of cultural, regional, linguistic, communal, socio-economic and other diversities. The college has a Equity Diversity and Inclusion Policy which aims to create and nurture a diverse and inclusive community within the college. The college admits and provides equal opportunities to students of all castes, class and religion on the basis of merit and following the reservation policy as applicable. Celebrating plurality and diversity that are an inherent part of the Indian cultural ethos figures predominantly in our curricular and co-curricular activities. The college offers programmes with courses which include in the syllabi topics which provide an overview of Indian society

and foster an understanding of the multicultural diversity of Indian society, religion and the concept of diversity as difference. A student centric participatory approach is used to teach these courses where students are encouraged to choose any Indian state and depict the local cuisine, literature, handicrafts and perform the folk dance(s) of the chosen state dressed in their respective traditional attire(s). The college fosters our cultural diversity through celebrating a wide spectrum of Indian festivals. The programs, competitions, folk dances organised by the cultural committee become an important medium for promoting respect and appreciation of our diversity. The cultural committee of the college enthusiastically celebrates traditional day where students are dressed in traditional clothes representing a state/ region of India. Students are also encouraged to participate in National Integration Camps organised by the University of Mumbai. The college promotes linguistic pride among students by observing the Marathi Bhasha Diwas (state language) and Hindi Bhasha Din (national language). Students are encouraged to submit articles/poems for the annual college magazine 'Ira' in the languages of English, Hindi and Marathi and the library has books and newspapers in these three languages.

Valia College takes its responsibility of moulding conscious and aware citizens as a sacred duty. The curriculum places an emphasis on understanding the relevance of the constitution as indicated by the inclusion of a module on 'The Indian Constitution ' in the syllabi of Foundation Course, a course taught to first year students. To supplement the information provided in the syllabus the college organises sessions by experts on different aspects of the constitution. Constitution Day is observed and students take a pledge in a symbolic act of adhering to constitutional values. To promote the values of peace and non-violence, the college organises guest lectures by peace activists. The college also has a Student Social Responsibility Cell which focuses on instilling in young students an awareness of their social responsibilities and encourages them to cultivate a habit of good citizenship. The college in association with Vivekananda Rock Memorial Kendra organises a Yuva Samparka Karyashala so as to inspire students to imbibe Swami Vivekananda's values of selfless service and love for one's nation.

As a matter of practice Republic Day and Independence Day(s) are observed, the flag is hoisted and students organise various cultural programmes which instil values of patriotism and foster communal harmony.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

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

Response:

Best Practice-I

1. Name of the Practice: **Class Adoption Program : Academics and beyond**

2. Objectives: To strengthen the faculty student bond and enhance faculty ownership of the students through

- **Enhancing student involvement** in their own academic and overall progress.
- **Career guidance and support** to students.
- **Providing emotional support** to students who may require such support.
- **Improve the communication** between students and faculty
- Instil in students a **sense of attachment** to the college

3. Context: The college has a number of students who come from families where parents are either uneducated or have little more than basic schooling. Some of these students require academic and career guidance and emotional support. The IQAC felt the need to foster greater bonding by implementing a Class Adoption Program which envisaged a one faculty one class approach with faculty playing the role of a single point of contact for students of a given class.

4. Practice: Since the role was new to the faculty, they were provided preliminary training through a workshop and then classes were allocated to only full-time faculty.

Enhancing student involvement: A series of meetings were held between the faculty and students in which activities were planned for students based on their demands.

Career guidance and support: Sessions by experts were organised covering specific career avenues. If a class teacher felt that another faculty would be able to guide a student better, the student was directed to that faculty.

Providing emotional support: Faculty arranged for sessions with the college counsellor thus breaking the barrier between the counsellor and the students.

Improve the communication between students and faculty: Frequent meetings between the faculty and the class resulted in breaking barriers and both parties got to know each other better.

Instil in students a sense of attachment to the college- Since the focus was on student needs and meeting those needs and regular meetings were held there was greater rapport between students and the college authorities

5. Evidence of success: The class adoption program had an overall positive effect. The primary gains were

- Increased student involvement in class.
- The expertise of professionals was made readily available to the students and many such sessions were organised as guest lectures.

- Easy problem resolution because students had a single point of contact in the faculty.
- Better understanding of the needs of their adoptees by faculty due to regular meetings.
- Greater parent teacher interactions which were much appreciated by some parents.

6. Problems encountered and Resources required:

- Success of the program varied depending on faculty involvement and empathic understanding.
- Parents especially daily wage earners were reluctant to attend meetings which was rather unfortunate as their wards were the target group.
- Faculty experienced difficulty in devoting time at times due to their teaching and other responsibilities.
- In classes with large number of students one to one interaction was a challenge.
- In some cases, it was observed that lady students were hesitant to approach male faculty especially when the issues involved were personal.

Best Practice-II

1. Title of the Practice: **Using technology to enhance stakeholder engagement.**

2. Objectives: To implement a multi stakeholder technology driven approach to higher education. The core areas covered are.

- **Attendance monitoring with a focus** on students and parents
- **Lecture scheduling and syllabus completion** with a focus on students, parents and administrative authorities.
- **Online provision of study material** with a focus on students and faculty.
- **Communicating important information** to students, parents and faculty.
- **Student feedback on faculty for overall quality enhancement.**

3. Context: The college wanted to ensure maximum value to their stakeholders. So, the IQAC felt the need to use a college automation application to give a technology transformation to the existing manual processes involved in scheduling lectures, attendance monitoring, syllabus completion monitoring and

faculty feedback.

4. Practice: The process started with training of the faculty and students after which faculty students and parents could install the application. The application had separate tabs for attendance, syllabus, lecture scheduling, notice, notes and feedback.

Attendance monitoring- The faculty could take attendance in the classroom either by calling out numbers or using a radar function which saved both time and effort. Data was stored and processed using a software so the faculty could view student wise details at a click.

Syllabus completion monitoring- Faculty would update their syllabus on a regular basis in real time which was also available to students and parents.

Lecture scheduling- Lectures were scheduled or cancelled using the application which was readily available to both students and parents.

Online provision of study material: Faculty could upload all teaching materials like PPT, PDF of class notes question banks .This was beneficial to students who could not be in class due to ill health or other personal reasons.

Communicating important information: Using the notices tab of the application admins could send all notices to students. Students and parents would have access to notices anytime on their phone.

Student feedback on faculty- The process of obtaining student feedback on faculty was simplified and no longer required printing and distribution of multiple forms.

5. Evidence of success: Some of the most evident gains were

- Improvement in classroom attendance.
- Immediate follow up with attendance defaulters was possible.
- The students and parents could also view their /their wards attendance on a real time basis and this meant that any errors in attendance recording could be immediately rectified.
- Quick, easy and accurate generation of all records.
- Greater accountability of faculty with reference to syllabus completion and lectures engaged.
- Greater involvement of parents in their wards progress.
- Students with serious disabilities and or medical conditions had ready access to information and teaching resources.
- Use of teaching pedagogies like flipped classroom.
- Real time lecture tracking by authorities resulting in greater coordination.

6. Problems encountered and Resources required:

Students without smartphones could not benefit from all the features. Parents and faculty with limited technical prowess faced challenges Effectiveness of use varied across all stakeholders depending on the readiness to accept technology

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	View Document

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:

Moulding socially committed and responsible citizens

The college has a distinctive vision of creating socially committed and responsible citizens. The college believes that each and every student passing out from its portals is a responsible citizen of the nation who is aware of and sensitive to his social responsibilities. With the aim of achieving this goal the college provides a number of opportunities to students to develop values of good citizenship and develop a sensitivity to social issues. The college has an extremely vibrant and active NSS unit which renders service to society and in the process moulds socially committed and responsible citizens. However, what is uniquely distinctive to the college is that the college has established a separate Student Social Responsibility Cell which works exclusively towards this goal. The activities undertaken under this unique initiative are aimed at inculcating basic human values and making young students realize their larger social role. Under the aegis of this cell the college collaborates with a number of non -government and government agencies to provide students with an opportunity to work in the community.

The college in collaboration with Indian Development Foundation conducts a Student Leadership Program. The program begins with a workshop conducted by Indian Development Foundation for the purpose of training the student volunteers to successfully deliver SLP sessions in various schools. The student volunteers are then allotted to various local schools where they conductt 8 sessions of 2 hours each covering topics like time management skills, handling fear, community hygiene, good

company versus bad company and other such areas of personal and social significance. The program has a dual purpose the students learn these aspects themselves and they also impart this information to young students. In this way they realize the importance of imparting and spreading knowledge and how contributing their time is as important. The college also conducts a Military Values Leadership Program for students where a retired army officer conducts training for students and inculcates values of devotion to one's nation. This instils in students a devotion and patriotic fervour.

The college works closely with Vacha Foundation who guide and train student volunteers to organize a Gender Mela to create an understanding about the issues prevalent in our community related to gender and inculcate the value of gender equity among our students and in the community. This is an activity in which the students are trained first and then they organise the fair. Thus, their gender stereotypes are dispelled and also work to do the same among those attending the event. The Student Social Responsibility Cell conducts activities along with Indian Development Foundation where students work for the underprivileged sections of society. Some of these

include Waste to Knowledge and Cover of Compassion in association with Indian Development Foundation. Under the unique initiative of Waste to Knowledge each student is encouraged to go into the community in which they live and gather as many old newspapers as they can and the money generated from the sale of the old newspapers and books were donated to IDF which then is used for educating children studying in IDF Bal Gurukuls spread across India.

Under the Cover of Compassion initiative our students learn the traditional skill of making handmade blankets under the guidance of volunteers from IDF. Students gather old cloth in the form of sarees, duppattas and bedsheets and make quilts. college provides a workspace where this activity could be done. The quilts are then donated to the inmates of Vimala Dermatological Centre, Andheri West. Students also work for destitute women by designing, packaging and selling diyas made by women groups and the funds generated are used to enhance self – reliance of these groups. The college also works along with Rajani Foundation and student volunteers travel around 150 kms every Sunday to Chiradpada (near Bhiwandi) to teach under – privileged students from socially weaker backgrounds in this rural area to prepare for the Class X board examinations. They got an exposure to the hard realities in the life of children from lower economic backgrounds from backward rural areas. The college collaborated with Making a Difference Foundation and prepared 450 Diwali greeting cards to be distributed to soldiers posted at the border. Students participated enthusiastically in this project and their efforts were much appreciated. This instilled in students a sense of patriotism and it was a way of expressing their gratitude to the soldiers for their sacrifices.

When the covid vaccination drives were started by the government the college felt the

need to offer their assistance to this noble cause. The college in collaboration with Aditi Puri Charitable Trust set up a free covid vaccination center along with MCGM. The center was opened in a conference hall in the college building which was entirely dedicated for this purpose from 5th June 2021. Despite the fear of the pandemic still looming large and a state of lockdown imposed in the state students volunteered to work for the center. In the early period students were not eligible to get vaccinated themselves being underage thus they were at risk however this did not deter the students. Students learnt all the administrative functions associated with the operation of the center. They assisted illiterate people with the process of registering on the app and provided them with certificates after vaccination. The center was operated entirely by students and was operational for more than 9 months and vaccinated 34,918 beneficiaries. This was possible only due to the sense of social commitment and responsibility instilled in students.

All these activities give students unique opportunities to grow up into socially responsible citizens and this remains our only hope for a better world in the future.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

- Valia college was established under the aegis of the Cosmopolitan Education Society by residents of D.N.Nagar driven by the desire to set up a quality educational institution in the locality. The college is truly cosmopolitan in its student and staff profile and embodies the spirit of unity in diversity with students and staff from diverse religious and linguistic groups. Empowerment of the girl child is a priority in the institution and the participation of girl students in all activities is very high.
- The college predominantly caters to students from middle and lower socio-economic strata of society many of whom are first generation learners and so the faculty provide a lot of mentoring to students in career and academic matters.
- The college is known for its extension activities in the community and during the covid pandemic the college set up a covid vaccination centre in its premises. The college conference hall was used for providing free vaccines to people in the community. The most unique feature of this centre was that it was entirely manned and operated by the college students except for the medical personnel. The centre was operational from June 2021 to April 2022 and vaccinated 34918 people across various strata of society completely free of cost. This activity was much appreciated by the then minister for Higher and Technical Education Shri Uday Samant who visited the college along with the Jt. Director of Higher Education and the Registrar of the University to felicitate the college students. Another activity of the college is its extensive work in the area of cybersecurity where the college works in collaboration with Quick Heal Foundation and Maharashtra Cyber Police to create awareness about protection from cybercrime among school and college students. The college also works in the rural tribal hamlet of Urse in Vangaon to provide computer literacy to tribal children through a collaboration with NIIT.
- The management has a very participative approach to decision making. Despite the budgetary constraints the management constantly strives to upgrade the facilities available in the college.

Concluding Remarks :

- Valia college is affiliated to the University of Mumbai and adopts the syllabus provided by the University. The college also conducts add-on, certificate and value- added courses to supplement the syllabus and foster holistic development and employability.
- Enrolment to the college is through a transparent admission process and the college admits students on merit without any discrimination. The college has adopted an outcome- based approach to teaching and learning using PO PSO and CO mapping and measures attainment.
- The college encourages research among both students and faculty through a policy of providing monetary assistance to faculty for research. The college works extensively in the community in the areas of education, health and environment protection. The college has MOUs for faculty and student exchange with other colleges, as well as collaborations for field visits and on the job training for students and with NGOs for extension activities.
- The college has optimum infrastructure in the form of spacious classrooms, well-equipped laboratories and facilities for co and extracurricular activities. The college updates its IT facilities which includes installation of projectors, augmentation upkeep and upgradation of computers and Wi-Fi facility and use of ERP systems for administrative work. The library is spacious with a rich collection of books and access to open access databases.
- The college regularly conducts various capacity building initiatives. The college organises and

participates in a number of sports and cultural competitions. The Valia's Alumni Association a registered body provides support to the college.

- The visionary college management places a strong emphasis on value-based quality education. E-governance has been implemented in the college and several welfare measures are provided to the teaching and administrative staff members. The IQAC has been instrumental in initiating collaborative activities with different institutions and continuous improvements in teaching and learning.
- The college encourages an inclusive approach embracing diversity as well as socially responsible citizenship. The college has a unique class adoption program and uses technology to enhance stakeholder engagement. The distinctive feature of the college is a Student Social Responsibility Cell which focuses on instilling in students an awareness of their social responsibilities.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																								
1.3.2	Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year) 1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 2066 Answer after DVV Verification: 2059 Remark : Edited as per the list provided by the HEI																								
2.4.1	Percentage of full-time teachers against sanctioned posts during the last five years 2.4.1.1. Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years: Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>32</td><td>32</td><td>31</td><td>30</td><td>29</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>28</td><td>32</td><td>31</td><td>28</td><td>28</td></tr></table> Remark : As per document					2021-22	2020-21	2019-20	2018-19	2017-18	32	32	31	30	29	2021-22	2020-21	2019-20	2018-19	2017-18	28	32	31	28	28
2021-22	2020-21	2019-20	2018-19	2017-18																					
32	32	31	30	29																					
2021-22	2020-21	2019-20	2018-19	2017-18																					
28	32	31	28	28																					
2.4.2	Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count) 2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>18</td><td>17</td><td>15</td><td>13</td><td>13</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>16</td><td>15</td><td>13</td><td>11</td><td>11</td></tr></table> Remark : As per document attached					2021-22	2020-21	2019-20	2018-19	2017-18	18	17	15	13	13	2021-22	2020-21	2019-20	2018-19	2017-18	16	15	13	11	11
2021-22	2020-21	2019-20	2018-19	2017-18																					
18	17	15	13	13																					
2021-22	2020-21	2019-20	2018-19	2017-18																					
16	15	13	11	11																					

3.5.1	<p>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.</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :13</p> <p>Remark : 13 MoUs are active. Each activity should treat one MoU. Under one MoU several activities are conducted</p>																														
5.1.3	<p>Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years</p> <p>5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>2274</td><td>2089</td><td>2253</td><td>1912</td><td>1833</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>2274</td><td>2089</td><td>2303</td><td>1936</td><td>1833</td></tr></table> <p>Remark : as per the documents</p>	2021-22	2020-21	2019-20	2018-19	2017-18	2274	2089	2253	1912	1833	2021-22	2020-21	2019-20	2018-19	2017-18	2274	2089	2303	1936	1833										
2021-22	2020-21	2019-20	2018-19	2017-18																											
2274	2089	2253	1912	1833																											
2021-22	2020-21	2019-20	2018-19	2017-18																											
2274	2089	2303	1936	1833																											
6.3.3	<p>Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years</p> <p>6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>51</td><td>47</td><td>53</td><td>50</td><td>50</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>18</td><td>4</td><td>9</td><td>3</td><td>1</td></tr></table> <p>6.3.3.2. Number of non-teaching staff year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>22</td><td>21</td><td>23</td><td>22</td><td>22</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	51	47	53	50	50	2021-22	2020-21	2019-20	2018-19	2017-18	18	4	9	3	1	2021-22	2020-21	2019-20	2018-19	2017-18	22	21	23	22	22
2021-22	2020-21	2019-20	2018-19	2017-18																											
51	47	53	50	50																											
2021-22	2020-21	2019-20	2018-19	2017-18																											
18	4	9	3	1																											
2021-22	2020-21	2019-20	2018-19	2017-18																											
22	21	23	22	22																											

Answer After DVV Verification :

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

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 : 52 Answer after DVV Verification : 52																								
1.2	Number of teaching staff / full time teachers year wise during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>30</td><td>32</td><td>31</td><td>28</td><td>28</td></tr></table> Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>26</td><td>29</td><td>30</td><td>27</td><td>25</td></tr></table>					2021-22	2020-21	2019-20	2018-19	2017-18	30	32	31	28	28	2021-22	2020-21	2019-20	2018-19	2017-18	26	29	30	27	25
2021-22	2020-21	2019-20	2018-19	2017-18																					
30	32	31	28	28																					
2021-22	2020-21	2019-20	2018-19	2017-18																					
26	29	30	27	25																					