



## Yearly Status Report - 2019-2020

### Part A

#### Data of the Institution

|   |   |
|---|---|
| <b>1. Name of the Institution</b>             | S.K.SOMAIYA COLLEGE OF ARTS, SCIENCE AND COMMERCE, VIDYAVIHAR, MUMBAI       |
| Name of the head of the Institution           | Manali Londhe   |
| Designation                                   | Principal (in-charge)   |
| Does the Institution function from own campus | Yes   |
| Phone no/Alternate Phone no.                  | 022-67169601  |
| Mobile no.                                    | 9867366933  |
| Registered Email                              | info.sksac@somaiya.edu  |
| Alternate Email                               | principal.sksac@somaiya.edu   |
| Address                                       | S K SOMAIYA COLLEGE OF ARTS SCIENCE AND COMMERCE VIDYANAGAR VIDYAVIHAR EAST |
| City/Town                                     | Mumbai  |
| State/UT                                      | Maharashtra   |
| Pincode                                       | 400077  |

| <b>2. Institutional Status</b>  |       |      |   |             |             |       |       |      |                      |          |  |             |           |   |     |    |      |             |             |   |   |      |      |             |             |   |    |      |      |             |             |
|---|-------|------|---|-------------|-------------|-------|-------|------|----------------------|----------|--|-------------|-----------|---|-----|----|------|-------------|-------------|---|---|------|------|-------------|-------------|---|----|------|------|-------------|-------------|
| Affiliated / Constituent  |       |      | Affiliated  |             |             |       |       |      |                      |          |  |             |           |   |     |    |      |             |             |   |   |      |      |             |             |   |    |      |      |             |             |
| Type of Institution   |       |      | Co-education  |             |             |       |       |      |                      |          |  |             |           |   |     |    |      |             |             |   |   |      |      |             |             |   |    |      |      |             |             |
| Location  |       |      | Urban   |             |             |       |       |      |                      |          |  |             |           |   |     |    |      |             |             |   |   |      |      |             |             |   |    |      |      |             |             |
| Financial Status  |       |      | state   |             |             |       |       |      |                      |          |  |             |           |   |     |    |      |             |             |   |   |      |      |             |             |   |    |      |      |             |             |
| Name of the IQAC co-ordinator/Director  |       |      | Dr. Sujata S. Khadilkar   |             |             |       |       |      |                      |          |  |             |           |   |     |    |      |             |             |   |   |      |      |             |             |   |    |      |      |             |             |
| Phone no/Alternate Phone no.  |       |      | 02267169614   |             |             |       |       |      |                      |          |  |             |           |   |     |    |      |             |             |   |   |      |      |             |             |   |    |      |      |             |             |
| Mobile no.  |       |      | 9819556562  |             |             |       |       |      |                      |          |  |             |           |   |     |    |      |             |             |   |   |      |      |             |             |   |    |      |      |             |             |
| Registered Email  |       |      | sujata.khadilkar@somaiya.edu  |             |             |       |       |      |                      |          |  |             |           |   |     |    |      |             |             |   |   |      |      |             |             |   |    |      |      |             |             |
| Alternate Email   |       |      | info.sksac@somaiya.edu  |             |             |       |       |      |                      |          |  |             |           |   |     |    |      |             |             |   |   |      |      |             |             |   |    |      |      |             |             |
| <b>3. Website Address</b>   |       |      |   |             |             |       |       |      |                      |          |  |             |           |   |     |    |      |             |             |   |   |      |      |             |             |   |    |      |      |             |             |
| Web-link of the AQAR: (Previous Academic Year)  |       |      | <a href="https://sksasc.somaiya.edu.in/media/pdf/AQAR%202018-19%20FINAL%20SUBMITTED.pdf">https://sksasc.somaiya.edu.in/media/pdf/AQAR%202018-19%20FINAL%20SUBMITTED.pdf</a> |             |             |       |       |      |                      |          |  |             |           |   |     |    |      |             |             |   |   |      |      |             |             |   |    |      |      |             |             |
| <b>4. Whether Academic Calendar prepared during the year</b>  |       |      | Yes   |             |             |       |       |      |                      |          |  |             |           |   |     |    |      |             |             |   |   |      |      |             |             |   |    |      |      |             |             |
| if yes,whether it is uploaded in the institutional website:<br>Weblink :  |       |      | <a href="https://sksasc.somaiya.edu/sksasc/academics/prospectus">https://sksasc.somaiya.edu/sksasc/academics/prospectus</a>   |             |             |       |       |      |                      |          |  |             |           |   |     |    |      |             |             |   |   |      |      |             |             |   |    |      |      |             |             |
| <b>5. Accrediation Details</b>  |       |      |   |             |             |       |       |      |                      |          |  |             |           |   |     |    |      |             |             |   |   |      |      |             |             |   |    |      |      |             |             |
| <table border="1"> <thead> <tr> <th rowspan="2">Cycle</th> <th rowspan="2">Grade</th> <th rowspan="2">CGPA</th> <th rowspan="2">Year of Accrediation</th> <th colspan="2">Validity</th> </tr> <tr> <th>Period From</th> <th>Period To</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>B++</td> <td>83</td> <td>2004</td> <td>16-Sep-2004</td> <td>15-Sep-2009</td> </tr> <tr> <td>2</td> <td>A</td> <td>3.15</td> <td>2012</td> <td>15-Sep-2012</td> <td>14-Sep-2017</td> </tr> <tr> <td>3</td> <td>B+</td> <td>2.59</td> <td>2020</td> <td>08-Jan-2020</td> <td>07-Jan-2025</td> </tr> </tbody> </table> |       |      |   |             |             | Cycle | Grade | CGPA | Year of Accrediation | Validity |  | Period From | Period To | 1 | B++ | 83 | 2004 | 16-Sep-2004 | 15-Sep-2009 | 2 | A | 3.15 | 2012 | 15-Sep-2012 | 14-Sep-2017 | 3 | B+ | 2.59 | 2020 | 08-Jan-2020 | 07-Jan-2025 |
| Cycle   | Grade | CGPA | Year of Accrediation  | Validity    |             |       |       |      |                      |          |  |             |           |   |     |    |      |             |             |   |   |      |      |             |             |   |    |      |      |             |             |
|   |       |      |   | Period From | Period To   |       |       |      |                      |          |  |             |           |   |     |    |      |             |             |   |   |      |      |             |             |   |    |      |      |             |             |
| 1   | B++   | 83   | 2004  | 16-Sep-2004 | 15-Sep-2009 |       |       |      |                      |          |  |             |           |   |     |    |      |             |             |   |   |      |      |             |             |   |    |      |      |             |             |
| 2   | A     | 3.15 | 2012  | 15-Sep-2012 | 14-Sep-2017 |       |       |      |                      |          |  |             |           |   |     |    |      |             |             |   |   |      |      |             |             |   |    |      |      |             |             |
| 3   | B+    | 2.59 | 2020  | 08-Jan-2020 | 07-Jan-2025 |       |       |      |                      |          |  |             |           |   |     |    |      |             |             |   |   |      |      |             |             |   |    |      |      |             |             |
| <b>6. Date of Establishment of IQAC</b>   |       |      | 02-Jan-2005   |             |             |       |       |      |                      |          |  |             |           |   |     |    |      |             |             |   |   |      |      |             |             |   |    |      |      |             |             |
| <b>7. Internal Quality Assurance System</b>   |       |      |   |             |             |       |       |      |                      |          |  |             |           |   |     |    |      |             |             |   |   |      |      |             |             |   |    |      |      |             |             |

Quality initiatives by IQAC during the year for promoting quality culture

| Item /Title of the quality initiative by IQAC                                    | Date & Duration   | Number of participants/ beneficiaries |
|--|-------------------|---------------------------------------|
| A training program on Recording Editing and Live Streaming of Educational Videos | 05-Mar-2020<br>01 | 57                                    |
| <a href="#">View File</a>  |                   |                                       |

**8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.**

| Institution/Department/ Faculty | Scheme        | Funding Agency | Year of award with duration | Amount |
|---------------------------------|---------------|----------------|-----------------------------|--------|
| IQAC & Research Forum           | Seminar grant | ICSSR          | 2020<br>02                  | 250000 |
| <a href="#">View File</a>       |               |                |                             |        |

**9. Whether composition of IQAC as per latest NAAC guidelines:**

Yes

Upload latest notification of formation of IQAC

[View File](#)

**10. Number of IQAC meetings held during the year :**

5

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View File](#)

**11. Whether IQAC received funding from any of the funding agency to support its activities during the year?**

No

**12. Significant contributions made by IQAC during the current year(maximum five bullets)**

1) Faculties were provided guidelines on UGC CARE list 2) NAAC SSR was submitted and process of 3rd accreditation cycle was completed. 3) Orientation workshop on Advanced excel 4) Webinar on Digital Marketing 5) Research paper writing workshop was conducted for students

[View File](#)

**13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year**

| Plan of Action   | Achievements/Outcomes   |
|--|---|
| TO PROVIDE GUIDANCE AND PRACTICE TO ALL FACULTIES IN ORDER TO ENHANCE THERE CAPACITIES AND SKILLS FOR INNOVATIVE PEDAGOGIES. | A training program on Recording, Editing and Live Streaming of Educational Videos was organized. This has helped the faculties to further the use of the audiovisual tools in effective delivery of the curriculum. |
| <a href="#">View File</a>  |   |
| 14. Whether AQAR was placed before statutory body ?  | No  |
| 15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?              | No  |
| 16. Whether institutional data submitted to AISHE:   | Yes   |
| Year of Submission   | 2020  |
| Date of Submission   | 25-Jan-2020   |
| 17. Does the Institution have Management Information System ?  | Yes   |
| If yes, give a brief description and a list of modules currently operational (maximum 500 words)                             | The institution has successfully put in place most of its vital administrative processes online such as admissions, library, travel concessions and exam related aspects for students                               |

## Part B

### CRITERION I – CURRICULAR ASPECTS

#### 1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

1.1.1 - Institution has the mechanism for well-planned curriculum delivery and documentation. Explain in 500 words The college is affiliated to the University of Mumbai. The syllabus and evaluation system is prescribed by the university. Curriculum delivery is done at following phases: Planning phase - The time table is prepared well in advance and shared with the faculties so that they get enough time to plan effectively. At the beginning and end of each semester, staff meeting is conducted to discuss and suggest on the plans of various departments and this helps in the generation of fresh ideas. IQAC also suggest measures to departments for quality enhancement. The planning for curriculum delivery is done at three levels. Lecture plan - This specifies the tentative date of completion of topics as per syllabus for each class and division. Subject plan - It indicates information regarding various modes and methods that a teacher is planning to use to teach a particular topic. Teachers are

informed to take into consideration the nature of student intake and their interest while preparing the subject plan. Teachers make use of lecture method, chalk and board method, group discussions, quizzes, role plays, use of ICT through PPT, multimedia presentation and so on. Google classroom is also used by most of the faculties. Departmental plan - This is a description of curricular and co-curricular activities that department has decided to do in the entire year. Curricular activities are focused on enhancing the performance of weaker students like remedial lectures and providing challenging curriculum based activities for the bright ones. Co - curricular activities connect the curriculum to practical world and thereby increase the range of application of the subject knowledge. The activities such as guest lectures, field visits involving industries and academic fests/forums of various departments are testimony to the same. All these plans are submitted to planning board in the college which is constituted of three senior teachers and the Principal. They review the plans and give suggestions to the teachers. Execution and self - monitoring phase - Teachers fill academic diary everyday which helps them to track the execution of the plan and speed up the efforts when needed as well as alter the plans if situations genuinely demand so. IQAC has also designed an effective mechanism to monitor effective curriculum delivery through open house, interaction with students and feedback on curriculum. Review and feedback phase-At the end of the each semester the reports for lecture, subject and departmental plan are submitted to planning board. The committee reviews the same and suggests ideas to further enhance the curriculum delivery. Mentoring system - College also has a mentoring system in which mentor teacher is allotted to each class who looks after the overall wellbeing of the class. If the class strength is more, two mentor teachers are allotted for them. The mentor and the mentee team assists students with academic difficulties through peer support for improving their academic performance. If needed, help of the student-counseling cell is also taken.

#### 1.1.2 – Certificate/ Diploma Courses introduced during the academic year

| Certificate                                   | Diploma Courses | Dates of Introduction | Duration | Focus on employ ability/entrepreneurship | Skill Development |
|---|-----------------|-----------------------|----------|--|-------------------|
| Stock Market Operation                        | NA              | 02/08/2019            | 2        | Employability                            | Yes               |
| Business Accounting Process                   | NA              | 20/11/2019            | 2        | Employability                            | Yes               |
| Public Speaking                               | NA              | 21/12/2019            | 2        | Employability                            | Yes               |
| Enhancing Employability skills                | NA              | 12/02/2020            | 2        | Employability                            | Yes               |
| Communicative English for Vernacular students | NA              | 10/02/2020            | 2        | Employability                            | Yes               |

#### 1.2 – Academic Flexibility

##### 1.2.1 – New programmes/courses introduced during the academic year

| Programme/Course | Programme Specialization | Dates of Introduction |
|------------------|--------------------------|-----------------------|
|------------------|--------------------------|-----------------------|

|                           |    |     |
|---------------------------|----|-----|
| Nil                       | 00 | Nil |
| <a href="#">View File</a> |    |     |

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

| Name of programmes adopting CBCS | Programme Specialization   | Date of implementation of CBCS/Elective Course System |
|----------------------------------|----------------------------|---|
| BA                               | Economics                  | 04/06/2019  |
| BA                               | Psychology                 | 04/06/2019  |
| BA                               | Sociology                  | 04/06/2019  |
| BA                               | Economics-History          | 04/06/2019  |
| BA                               | Mass Media                 | 04/06/2019  |
| MA                               | Economics                  | 04/06/2019  |
| MA                               | Communication & Journalism | 04/06/2019  |
| MA                               | Entertainment & Media      | 04/06/2019  |
| BCom                             | Accountancy                | 04/06/2019  |
| BCom                             | Management Studies         | 04/06/2019  |
| BCom                             | Accounting & Finance       | 04/06/2019  |
| BCom                             | Banking & Insurance        | 04/06/2019  |
| BCom                             | Financial Market           | 04/06/2019  |
| MCom                             | Accountancy                | 04/06/2019  |
| MCom                             | Banking & Insurance        | 04/06/2019  |
| BSc                              | Computer Science           | 04/06/2019  |
| BSc                              | Information Technology     | 04/06/2019  |
| MSc                              | Computer Science           | 04/06/2019  |
| MSc                              | Information Technology     | 04/06/2019  |

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

|                    | Certificate | Diploma Course |
|--------------------|-------------|----------------|
| Number of Students | 129         | Nil            |

### 1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

| Value Added Courses       | Date of Introduction | Number of Students Enrolled |
|---------------------------|----------------------|-----------------------------|
| 00                        | Nil                  | Nil                         |
| <a href="#">View File</a> |                      |                             |

1.3.2 – Field Projects / Internships under taken during the year

| Project/Programme Title | Programme Specialization | No. of students enrolled for Field Projects / Internships |
|-------------------------|--------------------------|---|
| BCom                    | Management Studies       | 228   |
| BCom                    | Financial Market         | 69  |
| BCom                    | Banking & Insurance      | 77  |

|                           |           |    |
|---------------------------|-----------|----|
| MA                        | Economics | 47 |
| BA                        | Sociology | 4  |
| BA                        | Economics | 2  |
| <a href="#">View File</a> |           |    |

## 1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

|           |     |
|-----------|-----|
| Students  | Yes |
| Teachers  | Yes |
| Employers | Yes |
| Alumni    | Yes |
| Parents   | Yes |

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution?  
(maximum 500 words)

|  |
|--|
| Feedback Obtained  |
| <p>The college collects the feedback on syllabus from various stakeholders like students, teachers, parents and alumni. Feedback committee in consultation with Internal Quality Assurance Cell (IQAC) prepares the feedback form to collect the feedback from the said stakeholders. As the feedback is collected through Google forms, the graphical representation of the responses are generated automatically by the system. The feedback along with its relevant graphs and charts are being analyzed by feedback committee and the report based on that analysis is then submitted to IQAC. IQAC then takes decision for qualitative improvement in the institution based on the findings of the report. College has increased the number of text book pertaining to various courses in college library. Also, the concerned reference book for various courses have also been purchased on the basis of the recommendations of faculties. Faculties are encouraged to use various interactive modes (Brainstorming Session, Quiz, Role plays etc) to make sure that students participate actively in the class. In order to inculcate ethical value in students, well-structured add-on course on value education has been started in which students learns various values through lecture, videos, assignments etc. The college is affiliated to University of Mumbai. So it has a limited scope in designing of curriculum as per the industrial needs which is suggested by many alumni. Still college has started various add-on courses which provides the practical insight and industrial exposure about the various topics. College also conducts various events which helps the students in gaining the knowledge about the actual business world. For example, 'Dalal Street' event by investor forum gives knowledge about real time working of stock exchange. 'Idea Mela' by Entrepreneurship Development Cell showcase the various business ideas developed by the students through the stalls on the lines of trade fairs. During 'Zenith' festival students prepares business proposal which are then evaluated by team of Corporate Managers. They also give the suggestions for improvement in the business proposal. Many parents are concerned about the job opportunities for their ward after final year examinations. So college's Placement Cell organize a 'Job fair' in the month of January wherein many companies interview students as a part of their campus recruitment drive. Many students gets placement in renowned companies before appearing their final year examination. Placement Cell also arranges for internship opportunities for the students so that students can 'Earn While Learn'. College grants permission and provides assistance to the faculties for arranging various seminars, field visits, excursions through which the practical insight can be provided into theoretical concepts. College has arranged for various training sessions for faculties in</p> |

collaboration with IQAC. These training sessions helped the faculties in getting in tune with latest advancement in the field of Information and Communication Technology (ICT) which helps in making teaching-learning process more interactive and interesting.

## CRITERION II – TEACHING- LEARNING AND EVALUATION

### 2.1 – Student Enrolment and Profile

#### 2.1.1 – Demand Ratio during the year

| Name of the Programme     | Programme Specialization | Number of seats available | Number of Application received | Students Enrolled |
|---------------------------|--------------------------|---------------------------|--------------------------------|-------------------|
| BA                        | NA                       | 240                       | 883                            | 277               |
| BCom                      | NA                       | 720                       | 3080                           | 742               |
| <a href="#">View File</a> |                          |                           |                                |                   |

### 2.2 – Catering to Student Diversity

#### 2.2.1 – Student - Full time teacher ratio (current year data)

| Year | Number of students enrolled in the institution (UG) | Number of students enrolled in the institution (PG) | Number of fulltime teachers available in the institution teaching only UG courses | Number of fulltime teachers available in the institution teaching only PG courses | Number of teachers teaching both UG and PG courses |
|------|---|---|---|---|--|
| 2019 | 5028  | 611   | 58  | Nil   | 58   |

### 2.3 – Teaching - Learning Process

#### 2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

| Number of Teachers on Roll | Number of teachers using ICT (LMS, e-Resources) | ICT Tools and resources available | Number of ICT enabled Classrooms | Number of smart classrooms | E-resources and techniques used |
|----------------------------|---|-----------------------------------|----------------------------------|----------------------------|---------------------------------|
| 58                         | 58  | 3                                 | 21                               | Nil                        | 3                               |

[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

#### 2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Mentoring system has been consistently streamlined, efficient and outcome-based through the effective intervention by IQAC over the years. It has transformed from, each mentor submitting an annual report to more structured interventions by the mentor teacher, record keeping of these interventions and laying down the minimum role or functions of the mentor by IQAC. The mentoring activity was reviewed by IQAC in each term. Mentor teacher is assigned to each class/division. Care is taken to allot a teacher as mentor who takes sufficient number of lectures in the particular class. This ensures adequate rapport and interaction between the mentor and the class. The IQAC designed a mentor kit/file for the smooth functioning of the mentoring system and for the systematic record of the work done by the mentor and its outcome. The guidelines provided by the IQAC facilitates the mentoring system. Each mentor in the institution is dedicated to cater to the needs of the student community and guides the student in their academic progress. The mentor file/kit includes components such as student academic profile, career aspirations, hobbies, subject teacher information, term-wise record of mentor plans, reports, record of parent-teacher meetings, record of monthly participation of the students in co-curricular and extra-curricular activities and their achievements. Mentor has parents' meetings once in each term to discuss about their wards progress, status of attendance and to disseminate other academic information. Mentor also collects book reviews and assignments of students of respective class each semester. This activity was carried out to inculcate reading habit and analytical abilities of the students. In 2019-20, few mentors of the final year classes took up activities with their respective classes that would enhance the employability skills of the



students and motivate the students for CV enhancement. The mentors of third year classes also act as a link to encourage students to participate in the placement training cell activities of the college. The mentor also played a vital role for mobilizing interested students to become members of various forums and fests conducted by the college. In 2019-20, student representatives were nominated on bodies through mentor recommendations. In this academic year, special stimuli to advanced learners in the form of reference material, role playing assignments and student mentee system was provided by the mentors. The mentors thus facilitated an opportunity to the advanced learners to enhance their capabilities further. The mentors also play an important role in attending to the distress and issues faced by the students in the class with regards to the academic, social, emotional problems of the students. In case of bigger classes it mentors manage the same through monthly reviews taken from the mentee head/leading students. Academic counselling and career counselling tasks were performed by the mentors particularly for students aspiring for higher studies by the mentors. In case of very pertinent issues of emotional or psychological nature, which need expert guidance the mentors referred such cases to the counselling cell of the college.

|  |                             |                       |
|--|-----------------------------|-----------------------|
| Number of students enrolled in the institution | Number of fulltime teachers | Mentor : Mentee Ratio |
| 5639   | 58                          | 1:97                  |

## 2.4 – Teacher Profile and Quality

### 2.4.1 – Number of full time teachers appointed during the year

| No. of sanctioned positions | No. of filled positions | Vacant positions | Positions filled during the current year | No. of faculty with Ph.D |
|-----------------------------|-------------------------|------------------|--|--------------------------|
| 58                          | 58                      | Nil              | 11                                       | 12                       |

### 2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year )

| Year of Award             | Name of full time teachers receiving awards from state level, national level, international level | Designation | Name of the award, fellowship, received from Government or recognized bodies |
|---------------------------|---|-------------|--|
| 2019                      | 00  | Lecturer    | 00   |
| <a href="#">View File</a> |   |             |  |

## 2.5 – Evaluation Process and Reforms

### 2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

| Programme Name            | Programme Code | Semester/ year | Last date of the last semester-end/ year-end examination | Date of declaration of results of semester-end/ year- end examination |
|---------------------------|----------------|----------------|--|---|
| BA                        | A0136          | 1              | 30/03/2020   | 13/08/2020  |
| <a href="#">View File</a> |                |                |  |   |

### 2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

A formal system for conduct of Internal evaluation was executed by the steering committee of the college, which is the component of the examination committee. It is involved in declaration of schedule for the conduction, evaluation and declaration of the scores of the students in the form of internal evaluation. Internal evaluation was done in this academic year also as per the recommendations of the University of Mumbai, to which the college is affiliated. Various modes of evaluation such as class tests, quizzes, assignments and project work are applied depending on the program structure and subject. In case of class tests, attention was paid to students with learning difficulties in the form of extra time allotted to them, 'big font' question paper, writers etc. Attendance of the student and participation in class

activities was also considered while evaluating the student. This practice supported a continuous internal evaluation system. The concerned subject teachers also implemented few innovative ways of assessing students wherever flexibility was feasible, example viva for projects was taken along with presentation in a number of programs. This allowed for the assessment of the presentation skills of the students. A monthly record of attendance was declared on the website and in the whatsapp groups formed for the class by the mentor. This was also referred for the continuous internal evaluation. All the supporting documents and submissions were then cross verified by the steering committee and forwarded to the examination section for result preparation.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

The overall academic calendar with respect to instructional terms and mid-term breaks are declared by the University and since the college is affiliated to the University of Mumbai, the same was adhered to. Specific detailing in terms conduct of internal external examinations, NSS activities, fests, programs and so on was then done by the IQAC. The IQAC prepares the academic calendar in consultation with examination committee, NSS and other important committees. The schedule was followed throughout the year. In 2019-20, the IQAC also included a specific schedule guideline for the organization of industrial visits for certain programs. As per the recommendation of the external experts of IQAC, the college fest was organized in 2019-20 under one flagship banner of "Utkarsh" cultural fest instead of organizing separate fests with multiple forums conducting similar activities. This strategy achieved the benefits of synergy and the fest could be conducted on a wider scale. Since the term was extended on account of the pandemic the IQAC also provided a guideline for conduction of student related co-curricular online activities during May 2020 to July 2020 this year. Special training sessions were later included for faculties in the view of online teaching-learning program.

## 2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

[https://sksasc.somaiya.edu.in/sksasc/updates/NAAC\\_AOAR](https://sksasc.somaiya.edu.in/sksasc/updates/NAAC_AOAR)

2.6.2 – Pass percentage of students

| Programme Code | Programme Name | Programme Specialization | Number of students appeared in the final year examination | Number of students passed in final year examination | Pass Percentage |
|----------------|----------------|--------------------------|---|---|-----------------|
| C0156          | BCom           | NA                       | 581   | 571   | 98.45           |

[View File](#)

## 2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<https://drive.google.com/file/d/1YjzdvnL32VrV9bBTyWnYRGywVzwXUtoA/view?usp=sharing>

## CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

| Nature of the Project     | Duration | Name of the funding agency | Total grant sanctioned | Amount received during the year |
|---------------------------|----------|----------------------------|------------------------|---------------------------------|
| Major Projects            | 00       | NA                         | 0                      | 0                               |
| <a href="#">View File</a> |          |                            |                        |                                 |

### 3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

| Title of workshop/seminar                       | Name of the Dept.                                     | Date       |
|---|---|------------|
| 'IPRs: Types, Procedures and Legal Perspectives | IQAC in collaboration with Department of Business Law | 19/05/2020 |

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

| Title of the innovation   | Name of Awardee   | Awarding Agency                                       | Date of award | Category |
|---------------------------|-------------------|---|---------------|----------|
| Best Principal            | Dr. Manali Londhe | IQAC in collaboration with Department of Business Law | 30/06/2019    | Academia |
| <a href="#">View File</a> |                   |   |               |          |

3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

| Incubation Center         | Name | Sponsored By | Name of the Start-up | Nature of Start-up | Date of Commencement |
|---------------------------|------|--------------|----------------------|--------------------|----------------------|
| 0                         | NA   | NA           | NA                   | NA                 | Nil                  |
| <a href="#">View File</a> |      |              |                      |                    |                      |

### 3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

| State | National | International |
|-------|----------|---------------|
| 0     | 0        | 0             |

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

| Name of the Department | Number of PhD's Awarded |
|------------------------|-------------------------|
| NA                     | Nil                     |

3.3.3 – Research Publications in the Journals notified on UGC website during the year

| Type                      | Department | Number of Publication | Average Impact Factor (if any) |
|---------------------------|------------|-----------------------|--------------------------------|
| National                  | Philosophy | 3                     | 6.25                           |
| <a href="#">View File</a> |            |                       |                                |

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

| Department                | Number of Publication |
|---------------------------|-----------------------|
| Accounts                  | 12                    |
| <a href="#">View File</a> |                       |

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

| Title of the Paper | Name of Author | Title of journal | Year of publication | Citation Index | Institutional affiliation as mentioned in the publication | Number of citations excluding self citation |
|--------------------|----------------|------------------|---------------------|----------------|---|---|
| NA                 | NA             | NA               | 2020                | 0              | NA  | Nil   |
| NA                 | NA             | NA               | 2019                | 0              | NA  | Nil   |

[View File](#)

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

| Title of the Paper | Name of Author | Title of journal | Year of publication | h-index | Number of citations excluding self citation | Institutional affiliation as mentioned in the publication |
|--------------------|----------------|------------------|---------------------|---------|---|---|
| NA                 | NA             | NA               | 2019                | Nil     | Nil   | NA  |
| NA                 | NA             | NA               | 2020                | Nil     | Nil   | NA  |

[View File](#)

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

| Number of Faculty           | International | National | State | Local |
|-----------------------------|---------------|----------|-------|-------|
| Attended/Seminars/Workshops | 3             | 1        | 1     | 8     |

[View File](#)

**3.4 – Extension Activities**

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

| Title of the activities  | Organising unit/agency/ collaborating agency | Number of teachers participated in such activities | Number of students participated in such activities |
|--------------------------|--|--|--|
| Yoga Day                 | NSS and University of Mumbai                 | 1  | 90   |
| Blood Donation Camps (2) | NSS and Rajawadi Hospital                    | 4  | 70   |

[View File](#)

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

| Name of the activity | Award/Recognition | Awarding Bodies | Number of students Benefited |
|----------------------|-------------------|-----------------|------------------------------|
| NA                   | 0                 | NA              | Nil                          |

[View File](#)

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

| Name of the scheme | Organising unit/Agency/collaborating agency | Name of the activity | Number of teachers participated in such activities | Number of students participated in such activities |
|--------------------|---|----------------------|--|--|
|                    |   |                      |  |  |

|                           |                              |                    |   |    |
|---------------------------|------------------------------|--------------------|---|----|
| RRC activities            | NSS and MDAC                 | Awareness campaign | 1 | 20 |
| Swachh Bharat Abhiyan     | NSS and University of Mumbai | Cleanliness drive  | 3 | 90 |
| <a href="#">View File</a> |                              |                    |   |    |

### 3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

| Nature of activity        | Participant | Source of financial support | Duration |
|---------------------------|-------------|-----------------------------|----------|
| NA                        | 0           | NA                          | 0        |
| <a href="#">View File</a> |             |                             |          |

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

| Nature of linkage         | Title of the linkage | Name of the partnering institution/ industry /research lab with contact details | Duration From | Duration To | Participant |
|---------------------------|----------------------|---|---------------|-------------|-------------|
| NA                        | NA                   | NA  | Nil           | Nil         | 0           |
| <a href="#">View File</a> |                      |   |               |             |             |

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

| Organisation              | Date of MoU signed | Purpose/Activities | Number of students/teachers participated under MoUs |
|---------------------------|--------------------|--------------------|---|
| NA                        | Nil                | NA                 | Nil   |
| <a href="#">View File</a> |                    |                    |   |

## CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

| Budget allocated for infrastructure augmentation | Budget utilized for infrastructure development |
|--|--|
| 95.5   | 91.84  |

4.1.2 – Details of augmentation in infrastructure facilities during the year

| Facilities                        | Existing or Newly Added |
|-----------------------------------|-------------------------|
| Video Centre                      | Existing                |
| Seminar halls with ICT facilities | Existing                |
| Classrooms with LCD facilities    | Existing                |
| Seminar Halls                     | Existing                |
| Laboratories                      | Existing                |
| Class rooms                       | Existing                |
| Campus Area                       | Existing                |

[View File](#)

## 4.2 – Library as a Learning Resource

### 4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

| Name of the ILMS software | Nature of automation (fully or partially) | Version | Year of automation |
|---------------------------|---|---------|--------------------|
| BOOKWORM                  | Partially                                 | NA      | 2011               |

### 4.2.2 – Library Services

| Library Service Type | Existing |         | Newly Added |         | Total |         |
|----------------------|----------|---------|-------------|---------|-------|---------|
| Text Books           | 55111    | 8709832 | 5001        | 1050892 | 60112 | 9760724 |
| Reference Books      | 10916    | 6710834 | 84          | 204465  | 11000 | 6915299 |
| Journals             | 105      | 910381  | 100         | 326658  | 205   | 1237039 |
| Digital Database     | 3        | 2313704 | 2           | 1141064 | 5     | 3454768 |

[View File](#)

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

| Name of the Teacher | Name of the Module | Platform on which module is developed | Date of launching e-content |
|---------------------|--------------------|---------------------------------------|-----------------------------|
| NA                  | NA                 | NA                                    | Nil                         |

[View File](#)

## 4.3 – IT Infrastructure

### 4.3.1 – Technology Upgradation (overall)

| Type     | Total Computers | Computer Lab | Internet | Browsing centers | Computer Centers | Office | Departments | Available Bandwidth (MBPS/GBPS) | Others |
|----------|-----------------|--------------|----------|------------------|------------------|--------|-------------|---------------------------------|--------|
| Existing | 278             | 202          | 278      | 0                | 0                | 28     | 48          | 870                             | 0      |
| Added    | 0               | 0            | 0        | 0                | 0                | 0      | 0           | 0                               | 0      |
| Total    | 278             | 202          | 278      | 0                | 0                | 28     | 48          | 870                             | 0      |

### 4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

870.4 MBPS/ GBPS

### 4.3.3 – Facility for e-content

| Name of the e-content development facility | Provide the link of the videos and media centre and recording facility  |
|--|---|
| MEDIA ROOM                                 | <a href="https://sksasc.somaiya.edu.in/media/pdf/Media%20Language%20Lab.pdf">https://sksasc.somaiya.edu.in/media/pdf/Media%20Language%20Lab.pdf</a> |

#### 4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

| Assigned Budget on academic facilities | Expenditure incurred on maintenance of academic facilities | Assigned budget on physical facilities | Expenditure incurred on maintenance of physical facilities |
|--|--|--|--|
| 30                                     | 31.55  | 71                                     | 72.28  |

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

Physical and academic infrastructure is an important support for the progress of HEI. The college recognized that we need to have systematized and concretely laid down policies, practices and protocols for the upkeep and enhancement of all the support facilities. With the view to ensure optimum utilization of the facilities, various policies such as library manual, laboratory usage policy, sports and gymkhana manuals etc. have been diligently prepared keeping in view the interest of the institution and all concerned stakeholders. These policy documents are uploaded on the website for the reference of all stakeholders. Physical and academic infrastructure is an important support for the progress of HEI. The college recognized that we need to have systematized and concretely laid down policies, practices and protocols for the upkeep and enhancement of all the support facilities. With the view to ensure optimum utilization of the facilities, various policies such as library manual, laboratory usage policy, sports and gymkhana manuals etc. have been diligently prepared keeping in view the interest of the institution and all concerned stakeholders. These policy documents are uploaded on the website for the reference of all stakeholders. Physical and academic infrastructure is an important support for the progress of HEI. The college recognized that we need to have systematized and concretely laid down policies, practices and protocols for the upkeep and enhancement of all the support facilities. With the view to ensure optimum utilization of the facilities, various policies such as library manual, laboratory usage policy, sports and gymkhana manuals etc. have been diligently prepared keeping in view the interest of the institution and all concerned stakeholders. These policy documents are uploaded on the website for the reference of all stakeholders.

[https://sksasc.somaiya.edu.in/sksasc/updates/NAAC\\_AQAR](https://sksasc.somaiya.edu.in/sksasc/updates/NAAC_AQAR)

#### CRITERION V – STUDENT SUPPORT AND PROGRESSION

##### 5.1 – Student Support

5.1.1 – Scholarships and Financial Support

|                                    | Name/Title of the scheme  | Number of students | Amount in Rupees |
|------------------------------------|---|--------------------|------------------|
| Financial Support from institution | Rajarshi Chhatrapati Shahu Maharaj Shikshan Shulkh Shishyavrutti Scheme, Post Matric Scholarship to VJNT Students, GOI Post-Matric Scholarship, Post-Matric Tuition Fee and Examination Fee (Freeship), Post Matric | 67                 | 431587.5         |

|   |                           |     |   |
|---|---------------------------|-----|---|
|   | Scholarship Scheme<br>GOI |     |   |
| Financial Support<br>from Other Sources |                           |     |   |
| a) National                             | NA                        | Nil | 0 |
| b) International                        | NA                        | Nil | 0 |
| <a href="#">View File</a>               |                           |     |   |

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

| Name of the capability enhancement scheme  | Date of implementation | Number of students enrolled | Agencies involved |
|--|------------------------|-----------------------------|-------------------|
| Guest lecture on careers in securities markets<br>Ms. Rupali Mhatre,<br>Assistant Marketing and Corporate Communication, NISM                              | 06/02/2020             | 57                          | NA                |
| Guest lecture on Leadership Academics<br>Mr. Richard Nelson Pereira- an education reformist and former Principal of Karthika High School.                  | 11/01/2020             | 53                          | NA                |
| Awareness Session by MCX Commodity Derivative Market<br>Mr. Shrikant Koundinya, Training and Education Head of MCX   | 02/08/2019             | 37                          | NA                |
| Alumni Guest Lecture on Transition from college world to corporate world A learning for graduates by Mr. Sunny Thakkar, Senior Campus Recruiter, Capgemini | 22/06/2019             | 30                          | NA                |
| Remedial course Sem I to IV by Aarti nayak   | 23/10/2019             | 3                           | NA                |
| Workshop on Data Science Using Python  | 01/10/2019             | 24                          | NA                |



|  |            |     |    |
|--|------------|-----|----|
| Remedial Lecture for all maths subjects by aarti nayak for both the sem  | 23/10/2019 | 5   | NA |
| Online GuestLecture on "Web Bots" Online lecture was conducted on Mr.Bhushan Chavan , Project Head , IT Securities, Cognizant, New York, USA | 05/07/2019 | 30  | NA |
| Guest Lecture on Effectively preparing for Aptitude test by Hindustan Times  | 11/02/2019 | 120 | NA |
| Guest Lecture on Challenges and Oppourtunities in IT Sector by Mr. Akash from EDTECHLABS   | 08/03/2019 | 137 | NA |
| <a href="#">View File</a>  |            |     |    |

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

| Year | Name of the scheme   | Number of benefited students for competitive examination | Number of benefited students by career counseling activities | Number of students who have passed in the comp. exam | Number of students placed |
|------|--|--|--|--|---------------------------|
| 2019 | Guest Lecture on Challenges and Oppourtunities in IT Sector by Mr. Akash from EDTECHLABS | Nill   | 137  | Nill   | Nill                      |
| 2019 | Guest Lecture on Effectively preparing for Aptitude test by Hindustan Times              | Nill   | 120  | Nill   | Nill                      |
| 2019 | Guest Lecture on   | Nill   | 42   | Nill   | Nill                      |

|      |  |      |    |      |      |
|------|--|------|----|------|------|
|      | Job Oppourtunities in Financial Sector   |      |    |      |      |
| 2019 | Workshop on Data Science using Python  | Nill | 24 | Nill | Nill |
| 2019 | Alumni Guest Lecture on Transition from college world to corporate world A learning for graduates by Mr. Sunny Thakkar, Senior Campus Recruiter, Capgemini | Nill | 30 | Nill | Nill |
| 2019 | Awareness Session by MCX Commodity Derivative Market Mr. Shrikant Koundinya, Training & Education Head of MCX  | Nill | 37 | Nill | Nill |
| 2019 | Guest lecture on Leadership Academics Mr. Richard Nelson Pereira- an education reformist and former Principal of Karthika High School.                     | Nill | 53 | Nill | Nill |
| 2019 | Guest lecture on careers in securities markets Ms. Rupali Mhatre,  | Nill | 57 | Nill | Nill |

|                           |   |     |    |     |     |
|---------------------------|---|-----|----|-----|-----|
|                           | Assistant Marketing and Corporate Communication, NISM   |     |    |     |     |
| 2019                      | Guest Lecture (Alumni) Technical Analysis Mr. Akash Hindocha (Industrial Expert)                  | Nil | 33 | Nil | Nil |
| 2019                      | Guest Lecture on Career options Arun Chander (IBS faculty), Fellow Cost and Management Accountant | Nil | 33 | Nil | Nil |
| <a href="#">View File</a> |   |     |    |     |     |

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

|                           |                                |   |
|---------------------------|--------------------------------|---|
| Total grievances received | Number of grievances redressed | Avg. number of days for grievance redressal |
| Nil                       | Nil                            | Nil   |

## 5.2 – Student Progression

5.2.1 – Details of campus placement during the year

| On campus                     |                                 |                           | Off campus                    |                                 |                           |
|-------------------------------|---------------------------------|---------------------------|-------------------------------|---------------------------------|---------------------------|
| Name of organizations visited | Number of students participated | Number of students placed | Name of organizations visited | Number of students participated | Number of students placed |
| 26                            | 792                             | 155                       | 17                            | 341                             | 30                        |
| <a href="#">View File</a>     |                                 |                           |                               |                                 |                           |

5.2.2 – Student progression to higher education in percentage during the year

| Year | Number of students enrolling into higher education | Programme graduated from                       | Department graduated from                      | Name of institution joined  | Name of programme admitted to                                   |
|------|--|--|--|---|---|
| 2019 | 287  | B.Com/BA/B AF/BBI/BFM/B MS/BMM/B.SC CS/B.SC IT | B.Com/BA/B AF/BBI/BFM/B MS/BMM/B.SC CS/B.SC IT | <a href="https://docs.google.com/document/d/1KJHdl-aF5a5ySsywj2GODM MrqgcKVK_v/edit">https://docs.google.com/document/d/1KJHdl-aF5a5ySsywj2GODM MrqgcKVK_v/edit</a> | MSC CS II/ MSC IT II/ MACJ/ MA EMA/ MA/ MCOM A/C II/ MCOM BI II |

[View File](#)

5.2.3 – Students qualifying in state/ national/ international level examinations during the year  
(eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

| Items     | Number of students selected/ qualifying |
|-----------|---|
| GMAT      | 1                                       |
| CAT       | 7                                       |
| Any Other | 10                                      |

[View File](#)

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

| Activity                           | Level             | Number of Participants |
|------------------------------------|-------------------|------------------------|
| Utkarsh Festival<br>cultural event | state level       | 250                    |
| Annual Sports event                | institution level | 250                    |

[View File](#)

### 5.3 – Student Participation and Activities

5.3.1 – 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 | Name of the award/medal | National/ Internaional | Number of awards for Sports | Number of awards for Cultural | Student ID number | Name of the student  |
|------|-------------------------|------------------------|-----------------------------|-------------------------------|-------------------|--|
| 2019 | 04                      | National               | 3                           | Nil                           | 15201             | Nidhi Singh (FYBMS)<br>Mr.Prabhat Senva (Mcom- II)<br>Siddhesh Hadawale FYBCOM<br>Vaidehi Ve ngurlekar FY BA |

[View File](#)

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

There is a significant role and representation of students in various statutory committees of the college such as Cultural forum, NSS and IQAC. Besides, we have a proactive placement cell managed by the students. The 'National Service Scheme'- NSS is an integral part of every under graduate institution. It aims to inculcate the larger goal of servicing the nation among the students. The NSS unit has been regularly conducting various activities like Blood Donation, street plays, rallies, tree Plantation, Leadership training, Thalassemia Test, Cleanliness Drive and residential camp. It's a unique platform for students to learn, observe, share and serve various socially sensitive and pertinent causes. The NSS functions through student leaders and teams assigned to various tasks planned by the Program Officers. In the process of community service, students act as facilitators. The students take the lead in experiencing empathy when they visit the under privileged sections like destitute, old age homes etc. Execution, management and reporting of all these activities is done

by student volunteers themselves. The General Secretary, Joint Secretary and contingent leaders are the student representatives involved in the planning, management and execution of their programs and extra-curricular activities undertaken by the cultural forum. They along with the faculty in the cultural committee decide the theme of the annual fest and chalk out the events to be organized throughout the year. Students form teams for publicity, event management, scripting, sponsorship procurement and reporting. The annual fest 'Utkarsh' is hosted by the student teams with support from the faculty. Besides this, a number of inter-collegiate competitions and programs like Fresher's Day, Friendship Day, Teachers Day, flash mobs, clean up drives and social initiatives are successfully steered by the students of the forum. The proceedings of the annual prize distribution ceremony is yet another responsibility effectively looked after by the student contingent. Since 2016, the placement committee has been managed exclusively by a group of committed students. The students work relentlessly towards pitching companies for campus recruitment. The noteworthy activities in this regard such as preparing and sending college brochures to various companies is all undertaken by the students, detailed student profiles are created to gauge their placement requirements. The students organizing committee also takes care of orientation, selection and training sessions. Facebook and WhatsApp are extensively used besides the portal and website managed by the students with the guidance from the faculty in-charge. 'Career Fest' is another important event professionally executed on a large scale by the students since 2016, on an annual basis. This fest brings to our campus a variety of placement and internship opportunities across different sectors. In the year 2018-19 also the Career Fest had provided many job opportunities to the students. In 2018-19, a team of students assisted the IQAC in the documentation process and making technical arrangements. In COVID 19 pandemic online events arranged by students like Teachers day celebration, Webinars arranged by IQAC for Students Faculty Development.

#### 5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

In progress, 200 students database collected by Alumni association their intent to enroll was mobilized.

5.4.2 – No. of enrolled Alumni:

0

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

Guest Lectures of alumni by various departments.

### CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

#### 6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

The college practices decentralized participative management in several areas of administration. The teaching, non-teaching staff and the students participate in the designing and functioning of several committees. The Placement cell, Feedback committee, Admission committee are some of the most mentionable, working on decentralised lines. We focus on the PLACEMENT CELL: Inaugurated in the year 2016, it is the committee which is run by the students

for the students with the assistance from the alumina and the faculties.

**STRUCTURE:** The Cell functions through its 'Operational group'. The students are organised into various groups like Operations, Talent management, Event management etc. with specific responsibilities. The Operation Group elicits data from the various sources like personal contacts, contact with the alumina, Gate Crashing, internet to prepare a databank of companies offering placements. Talent management department is responsible for recruiting the members of the placement cell and managing the day to day affairs of the placement cell. Event management department is responsible for managing the biggest event of the placement cell -Career Festival.

**FUNCTIONING:** The students' efforts are most visible in the nature and body of the work performed. A large group of committed students relentlessly work for campus drives with established companies. The activities in this regard are the creativity and efforts by our students in preparing and sending college brochures to various companies. A detailed students profile has been built to understand students' placement requirements. High decentralisation gives the students a free hand in the functioning of the committee. A well designed portal and website reveal the efforts of the students in shaping the management of the committee activities. The outcome of the decentralised functioning reflects in the events and a series of guest lectures organised, enabling the Somaiya graduates assess their employability skills and find good placements. The students pitch corporate heads for placement through extensive use of both formal and informal communication channels built through social media, Facebook and Whatsapp.

**ACHIEVEMENTS:** The college takes pride in the fact that 1500 students appeared for interviews in the past 2 years and more than 500 students have been successfully placed. The Placement Cell not only looks after the Final Placement but they also play instrumental role in providing internship opportunities to the students. In order to make students Industry ready, the Placement Cell had also conducted Training sessions for the students related to Soft Skills Development, Entrepreneurship Development etc. The Placement Cell initiated 'Career Fest' in 2016, on an annual basis, which brings to our campus, several small Start Ups that offer growth opportunities. On the other hand, well established companies like TCS, L T, Wipro, Godrej, TATA AIG and others which offer secured positions. Another progressive step in the year 2017, was the collaboration and sponsorship from CII in conducting the career fest. During academic year 19-20 during the pandemic of COVID-19 situation follow up emails were sent to various companies to maintain continued rapport . These helped to mobilize some internships or work from home opportunities or assignments for our students.

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

## 6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

| Strategy Type                        | Details   |
|--------------------------------------|---|
| Industry Interaction / Collaboration | Fulfilling this mission, involved identifying courses related to industry and employability, establish collaboration with the best institutions, signing MOUs, conducting training sessions, conducting workshops and providing certifications to students on successful completion of these proficiency courses. In the recent year, 1000 students have registered for the 'Life skills' |

course. We have been successful in building collaborations with esteemed institutions like NASSCOM , TCS ,eClerx, Mindmap technologies, WNS, Brainsoft consultancy services and Arthvidya. Collaborating with IIT Mumbai for the NPTEL online courses we have come a long way. Going beyond the state of Maharashtra, we have associated with institutions from Delhi, Bangalore and Hyderabad. We are also in the process of collaborating with international institutions to bring the best to students and staff. The industry -academia interface began with TCS and Toyota Motors in 2013 -14. The initial efforts made in this direction were for B.COM and BMS students offering internship in marketing and a certificate course in Finance and Accounting for BBI and BFM students. The various courses offered cover wide areas like imparting technology and digital know how on the one hand and soft skills and accounting finance training on the other. As a part of the plan, teachers were trained under the 'Train the Trainer' programme and a faculty development programme titled 'Campus to Corporate' by TCS was conducted in 2015, where teachers from different institutions also participated. Pertinent industry demanding courses such as software certification courses and ethical hacking courses have been also offered. In 2018-19 we began with certificate course in shipping and logistics. Being a industry specific course , it has received very positive outcome.

Teaching and Learning

It is crucial to address the gap between education and job needs for students. As one of the major steps towards the mission of our college, we evolved a strategic plan of offering various knowledge assimilating opportunities which would finally help students find purpose and apply their years of learning to gainful ends. The objective was thus to enable smooth transition from college to place of work empowered with knowledge, skills and the right aptitude. We achieved this with industry - academia tie ups. MOUs with various institutions and corporates were signed to deliver competency in line with emerging occupational skill requirements.

Learning initiatives were focused on soft skills e-learning, web-based learning to keep our students abreast with developments taking place in digital India. As an extension activity within the strategic plan, our college acts as local and infra service provider for conducting various exams. Hence our college premises are the prime center for conducting major exams of banks, MPSC, MSEB,CA. Our strategic plan also includes the dimension of consultancy. The faculty of our college conducted sessions on topics such as communication skills, grooming and motivation and the use of Google Apps

**Curriculum Development**

Curriculum Development It is crucial to address the gap between education and job needs for students. As one of the major steps towards the mission of our college, we evolved a strategic plan of offering various knowledge assimilating opportunities which would finally help students find purpose and apply their years of learning to gainful ends. The objective was thus to enable smooth transition from college to place of work empowered with knowledge, skills and the right aptitude. We achieved this with industry - academia tie ups. MOUs with various institutions and corporates were signed to deliver competency in line with emerging occupational skill requirements. Learning initiatives were focused on soft skills e-learning, web-based learning to keep our students abreast with developments taking place in digital India.

**6.2.2 – Implementation of e-governance in areas of operations:**

| E-governance area             | Details                                    |
|-------------------------------|--|
| Administration                | Somaiya vidyavihar 022-67283080/3095, 2011 |
| Finance and Accounts          | Somaiya vidyavihar 022-67283080/3095, 2011 |
| Student Admission and Support | Somaiya vidyavihar 022-67283080/3095, 2011 |
| Examination                   | Bhanudasdumbre 9967911017, 2015-16         |

**6.3 – Faculty Empowerment Strategies**

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

| Year | Name of Teacher | Name of conference/ workshop attended | Name of the professional body for | Amount of support |
|------|-----------------|---------------------------------------|-----------------------------------|-------------------|
|------|-----------------|---------------------------------------|-----------------------------------|-------------------|



|                           |                                 |   |                                  |      |
|---------------------------|---------------------------------|---|----------------------------------|------|
|                           |                                 | for which financial support provided  | which membership fee is provided |      |
| 2020                      | Dr Charlotte Braganza           | ICT Application in Teaching and Learning  | Colombo Plan Staff College       | Nil  |
| 2020                      | Asst. Prof. Marielia Assumption | Conference on Transition and Transformation: Cities in Life, Literature and Culture: Chapter Mumbai | University of Mumbai             | 1000 |
| <a href="#">View File</a> |                                 |   |                                  |      |

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

| Year                      | Title of the professional development programme organised for teaching staff   | Title of the administrative training programme organised for non-teaching staff | From date  | To Date    | Number of participants (Teaching staff) | Number of participants (non-teaching staff) |
|---------------------------|--|---|------------|------------|---|---|
| 2020                      | A workshop on 'Data Science using Python, was arranged on jointly with IT department. Mr. Arunjit Chowdhary was the resource person. | NIL   | 01/10/2019 | 01/10/2019 | 35                                      | Nil   |
| <a href="#">View File</a> |  |   |            |            |   |   |

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

| Title of the professional development programme | Number of teachers who attended | From Date  | To date    | Duration |
|---|---------------------------------|------------|------------|----------|
| refresher program                               | 10                              | 02/05/2019 | 15/05/2019 | 13       |
| <a href="#">View File</a>                       |                                 |            |            |          |

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

|          |              |
|----------|--------------|
| Teaching | Non-teaching |
|----------|--------------|

|           |           |           |           |
|-----------|-----------|-----------|-----------|
| Permanent | Full Time | Permanent | Full Time |
| 58        | 58        | 45        | 45        |

#### 6.3.5 – Welfare schemes for

| Teaching   | Non-teaching   | Students  |
|--|--|---|
| <p>500/Reference Book/Year amount of Rs. 5000/academic year / teacher staff is paid as registration fees for attending workshops, symposia, conference and seminar is reimbursed .</p> <p>On the book ordered by the teaching faculty, An amount of Rs. 10000/PhD Research Scholar as Seed Money is awarded to the enrolled Scholar for the program,</p> | <p>An amount of Rs. 1000/academic year / staff whose ward / child has successfully cleared the final exam of SSC</p> | <p>The Students Welfare Fund is a collection where mobilization of funds and resources are optimized. An amount as per the financial need of students in fees is given to students as general financial aid on filling an application form. The decision for the disbursement taken by the head of the institute The Full/ Part payment of fees for the economically backward or students who require financial aid is disbursement from the student welfare fund. The student welfare committee circulates a notice for needy students who require financial support toward their fees. The student welfare committee along with the head of the institute recommends and take a decision regarding the disbursement for students. Under the student welfare committee there are two types of schemes implemented by the institute whereof contribution made by the teaching , the non teaching and the Alumni of the college.</p> |

#### 6.4 – Financial Management and Resource Mobilization

##### 6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

Financial audit aims at ensuring financial discipline and transparency essential for the smooth running of the institution. It is also crucial for the fulfillments of requisites notified by the University and Joint Director's office from time to time. Since our college is one among the umbrella of institutions under the Somaiya Trust, balance sheet and budget inputs are also prepared and provided as per the management requirements. Thus, the financial mechanism of the college requires preparation and audit of institution level budget balance sheet, inputs for the campus level Trust balance sheet budget. Besides, cash balance sheet and audited grants statement also encompass the

financial mechanism. The college follows a systematic procedure to resolve financial matters through a financial audit mechanism. Internal and external audit of mercantile balance sheet are conducted every six months. Queries raised in the internal audit related to voucher payments are rectified. The queries are resolved by verifying whether the amounts stated in the voucher are as per the relevant policies approved for such expenditure. With verification of the alignment of the amounts spent with policies approved, the queries are closed. The scope of the internal auditor extends to verifying the stock register, free-ship and scholarships extended to the students and visiting faculty remuneration. The internal auditing also includes checking accounts, attendance muster (in and out), the library accounts and conducting salary audit. A rigorous process of audit is followed. The balance sheet is prepared. It then goes for internal audit followed by external audit. Thereafter, it is verified by the Somaiya Trust Head Office and the balance sheet is approved. The audited reports are signed and stamped by three signatories: the Principal, Head Office Honorary Secretary- Shri V. Ranganathan and the external auditor. While the external auditors remain the same, the internal auditors are changed every three years. The current auditors are Borkar and Muzumdar since 2015-16. The prior auditors were Kanave and Co. N.N. Desai and Co has been the external auditors for the last five years. The Somaiya Trust balance sheet is prepared on the 30th of September every year by pooling details from all institutions. Similarly, the Somaiya trust budget is presented at campus level with institutional inputs provided by each individual institution on the 27th of February, every year. The annual budget is prepared by the college accountants and the audited statements are placed in the Local Management Committee which gets passed after necessary discussions if any. As per the requirements of the university and the Joint Director Office, every year cash balance sheet and audited grants statement are submitted to the Joint Director Office.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

| Name of the non government funding agencies /individuals | Funds/ Grnats received in Rs. | Purpose        |
|--|-------------------------------|----------------|
| NIL  | 0                             | not applicable |
| <a href="#">View File</a>                                |                               |                |

6.4.3 – Total corpus fund generated

|          |
|----------|
| 14375000 |
|----------|

## 6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

| Audit Type     | External |        | Internal |           |
|----------------|----------|--------|----------|-----------|
|                | Yes/No   | Agency | Yes/No   | Authority |
| Academic       | No       | Nil    | Yes      | IQAC      |
| Administrative | No       | Nil    | No       | Nil       |

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

|  |
|--|
| Parents meeting were conducted by mentor teachers to discuss various academic issues and give information about short term courses and various other activities. |
|--|

6.5.3 – Development programmes for support staff (at least three)

|  |
|--|
| Select Support staff underwent training for upgradation of IT systems. |
|--|

6.5.4 – Post Accreditation initiative(s) (mention at least three)

The institution is striving to move ahead with the following: To act as a centre of excellence, to provide hands on training to students, teachers and non-teaching staff to learn and update with latest technology. To be a research centre and provide all facilities to researchers so as to provide the impetus to their research work. To become an educational hub, focusing on holistic development of students. Make the students well-equipped to face all the challenges of the competitive world. Post accreditation quality initiatives began with the setting up of the Internal Quality Assurance Cell (IQAC) in 2012-13. Since then the IQAC has been spear heading a number of initiatives for quality improvement in the spheres of TLP, research, student employability and efforts towards student placements. The institution has made continuous efforts aiming at the overall personality development of students and the academic empowerment of the staff. It has adopted an inclusive approach, with the students, alumni, staff and management being engaged in enhancing their contribution towards the progress of the institution. Department and committee plans are reviewed in the beginning of the year by IQAC and suggestions are given. The institution has successfully put in place most of its vital administrative processes online such as admissions, library, travel concessions and exam related aspects for students and for teachers online submission of academic diary, lesson plans, leaves and access to online resources for research have all lead to more smooth and efficient functioning of the institution. The students have initiated and contributed through their ICT skills towards developing online feedback system, college app and are currently working on developing an automated attendance records system. The IQAC along with planning audit boards have attempted to streamline the lesson cum subject and department plans so as to make them more innovative, participative and responsive. The IQAC along with the research forum organizes sessions to promote research activities among both students and teachers. This has led to larger participation in research conventions, conferences and seminars by both teachers and students. IQAC has conducted training sessions on making effective PPTs, use of google classroom, online resources for research and so on for teachers and even parents. The initiative of IQAC in furthering the mentoring system has not only made it more structured but has also been successful in mandating minimum tasks fulfilment by the mentor teachers. The review of the mentor reports and peer experience sharing has in fact been able to widen the contribution of the mentor in grievance handling, promoting student participation in extracurricular activities and so on. In the recent times the IQAC has also tried to initiate parent involvement through its Parent -teacher association activities. IQAC started the practice of pooling reports and supporting documents of co-cu

6.5.5 – Internal Quality Assurance System Details

|  |     |
|--|-----|
| a) Submission of Data for AISHE portal | Yes |
| b) Participation in NIRF               | No  |
| c) ISO certification                   | No  |
| d) NBA or any other quality audit      | No  |

6.5.6 – Number of Quality Initiatives undertaken during the year

| Year | Name of quality initiative by IQAC       | Date of conducting IQAC | Duration From | Duration To | Number of participants |
|------|--|-------------------------|---------------|-------------|------------------------|
| 2019 | Workshop on 'Research paper writing' for | 06/07/2019              | 06/07/2019    | Nil         | 33                     |

|                           |   |            |            |     |    |
|---------------------------|---|------------|------------|-----|----|
|                           | students was organized along with Department of Psychology on                                   |            |            |     |    |
| 2020                      | A training program on Recording, Editing and Live Streaming of Educational Videos was organized | 05/03/2020 | 05/03/2020 | Nil | 54 |
| <a href="#">View File</a> |   |            |            |     |    |

## CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

| Title of the programme                          | Period from | Period To  | Number of Participants |      |
|---|-------------|------------|------------------------|------|
|   |             |            | Female                 | Male |
| Creating Safe Campus For Students               | 21/01/2020  | 21/01/2020 | 24                     | Nil  |
| Role Of Women In Governance                     | 07/02/2020  | 07/02/2020 | 32                     | Nil  |
| Rights Of Women Under Indian Succession Act1925 | 17/02/2020  | 17/02/2020 | 64                     | Nil  |

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

|   |
|---|
| Percentage of power requirement of the University met by the renewable energy sources |
| 0   |

7.1.3 – Differently abled (Divyangjan) friendliness

| Item facilities             | Yes/No | Number of beneficiaries |
|-----------------------------|--------|-------------------------|
| Physical facilities         | Yes    | 25                      |
| Provision for lift          | Yes    | 25                      |
| Ramp/Rails                  | Yes    | 25                      |
| Braille Software/facilities | No     | Nil                     |
| Rest Rooms                  | No     | Nil                     |
| Scribes for examination     | Yes    | 25                      |
| Special skill               | Yes    | 25                      |

|  |     |    |
|--|-----|----|
| development for differently abled students |     |    |
| Any other similar facility                 | Yes | 25 |

7.1.4 – Inclusion and Situatedness

| Year                      | Number of initiatives to address locational advantages and disadvantages | Number of initiatives taken to engage with and contribute to local community | Date       | Duration | Name of initiative  | Issues addressed                        | Number of participating students and staff |
|---------------------------|--|--|------------|----------|---------------------|---|--|
| 2019                      | 1  | 1  | 15/08/2019 | 01       | Food donation drive | Donated Food to underprivileged people. | 52   |
| <a href="#">View File</a> |  |  |            |          |                     |   |  |

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

| Title   | Date of publication | Follow up(max 100 words)   |
|---|---------------------|--|
| GOVERNING TERMS AND CONDITIONS OF SERVICE OF TEACHERS WORKING IN UNIVERSITY SCHOOLS, UNIVERSITY DEPARTMENTS, CONDUCTED COLLEGES AND UNIVERSITY INSTITUTIONS | 12/12/2019          | Short Title and Commencement S.2. Definitions S.3. Classification of Teachers S.4. Qualifications for the various cadres of the teachers S.5. Workload of the Teachers and Remission S.6. Recruitment S.7. Advertisement of Vacancies S.8. Scrutiny Committee S.9. Selection Committee S.10. Selection Procedure S.11. Temporary Appointment S.12. Appointment of the Head of the University Department S.13. Duties and Responsibilities of the Head of the University Department S.14. Reservation policy S.15. Career Advancement Scheme (CAS) S.16. Academic Calendar S.17. Appointment Order S.18. Joining the Duties S.19. Probation S.20. Duties of the Teacher S.21. Assessing Authority S.22. |

Service Book S.23.  
 Personal File S.24.  
 Seniority of Teachers  
 S.25. Medical  
 Incapacitation S.26.  
 Payment of Salary S.27.  
 Additional Charge S.28.  
 Pay Fixation on Personal  
 Promotion S.29. Pay  
 Fixation on Reversion  
 S.30. Pay Protection on  
 New Post S.31. Date of  
 Increment S.32 . Personal  
 Pay 3 S.33. Allowances  
 S.34. Pay on Leave S. 35  
 Entitlement to Leave  
 Salary S.36. Travelling  
 Allowance/ Dearness  
 Allowance for Tour S.37.  
 Medical Reimbursement  
 S.38. Vacation Salary  
 S.39. Leaves S.40.  
 Competent Authority to  
 Sanction Leave S.41.  
 Kinds of Leave S.42.  
 Casual Leave S.43.  
 Special Casual Leave  
 S.44. Duty Leave S.45. On  
 Duty S.46. Earned Leave  
 S.47. Leave on Half -Pay  
 S.48. Commuted leave  
 S.49. Extra-ordinary  
 leave S.50. Leave not due  
 S.51. Study leave S.52.  
 Sabbatical leave/Academic  
 leave S.53. Maternity,  
 Paternity and Adoption  
 Leave S.54. Appointment  
 against vacant post due  
 to leave S.55. Special  
 medical leave for  
 Tuberculosis, AIDS,  
 Cancer and Heart Surgery  
 S.56. Special Provisions  
 for the Female Teachers  
 S.57. Code of Conduct for  
 Teachers S.58. Misconduct  
 S.59 Disciplinary  
 Authority S.60. Penalties  
 S.61. Procedure for  
 imposing Minor

7.1.6 – Activities conducted for promotion of universal Values and Ethics

| Activity                          | Duration From | Duration To | Number of participants |
|-----------------------------------|---------------|-------------|------------------------|
| Value Education<br>Lecture series | 08/07/2019    | 19/08/2019  | 46                     |

[View File](#)

### 7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1. Students, staff using a) Bicycles b) Public Transport c) Pedestrian-friendly roads.
2. Plastic-free campus
3. Paperless office
4. Green landscaping with trees and plants Embracing green practices should be a collaborative effort in order to achieve ecological sustainability. To improve the environmental health of the staff the management has initiated a procedure to stop public vehicles from entering in the campus. Conventional landscaping assist in characterizing an attractive, contented campus environment which not only increases the biodiversity but it also inculcates a sound alfresco knowledge environment for staff and students. Regular pruning has facilitated an aesthetically pleasing academic atmosphere. To reduce the incidence of unnecessary collisions and injuries in the campus there are well designed safe side walks. To enhance the campus canopy tree aligned sidewalks are imbedded. The ocean is an imperative part of the Hydrological cycle along the frontiers of this necessary resource are beaches which are often subjected to serious pollution dilemmas. The management students as well as the NSS students volunteer in beach clean-ups which unwaveringly contribute to creating a healthier shore environment thus exhibiting the significance of coastline conservation. To partake in the task of paper wastage the institute encourages the reusing of paper which is an integral segment in paper conservation .Paper is used to its maximum effectiveness then discarded.
5. On line pay slips.
6. On line Mentor file.
7. On line Academic Diary.
8. On line student Feedback mechanism

## 7.2 – Best Practices

### 7.2.1 – Describe at least two institutional best practices

1. Title of the Practice – Student Mentoring
2. Objectives: The college has a well-planned student mentoring system in place and it is implemented meticulously in each class across different programs. A teacher engaging more lectures in a particular class as per the time-table is appointed mentor of that class right at the beginning of the academic year. The mentoring system is employed to enable students to succeed both, in college and career. Its objectives include: To guide students in their academic progress and set realistic goals To motivate students to become members of various forums and fests conducted by the college. Attend to the distress and issues faced by the students in class with regard to the academic, social, emotional problems of the students. To undertake academic counselling and career counselling tasks.
3. The Context: What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)? The mentoring system faces several challenging issues during implementation: Managing and attending to students' academic and administrative needs and addressing their grievances especially in classes having a 100 strength. Identifying sincere and dedicated mentees who would take up the responsibility of providing periodic reviews of the class to the mentor. Motivating students to join and participate in the activities organized by various forums in the college. Identifying academically weak students and providing them appropriate remedial measures. At the same time, the mentor also needs to cater to providing sufficient intellectual stimuli to the advanced learners in class. Providing guidance to emotionally and psychologically



distressed students. Coordinating with the parents/guardian of the students is an important aspect of mentoring. 4. The Practice- Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)? Over the years, the mentoring system in the college has emerged as a strong response to meet the various needs of students at the microcosmic level. It has been fully integrated as one of the core practices of the institution. It has transformed from, each mentor submitting an annual report to more structured interventions by the mentor teacher and maintaining records of these interventions. Each mentor is provided with a mentor kit/file comprising of student academic profile, career aspirations, hobbies, subject teacher information, term-wise record of mentor plans, reports, record of parent-teacher meetings, record of monthly participation of the students in co-curricular and extra-curricular activities and their achievements. The mentor arranges for parents' meetings once in each term to discuss about their wards performance, status of attendance and the academic programs of the college. The mentor nurtured and guided the students regarding any issues that confronted them. They implemented separate intervention programs for the academically weak students and the advanced learners in their respective class. They provided guidance and counselling to the students regarding personal and academic issues. Academic counselling and career counselling tasks were performed by the mentors, particularly for students aspiring for higher studies. They counselled students with emotional/psychological problems and those who needed expert guidance were referred to the counselling cell of the college. The mentor guided students both, in co-curricular and extra-curricular activities motivating them to become members of various forums and fests organized by the college. The mentor also collected book reviews and assignments of students of the respective class each semester to inculcate reading habit and analytical abilities of the students. 5. Evidence of Success- Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words. The mentoring program in college has expanded rapidly to emerge as a significant feature in the functioning of the college. It has transformed from the mentor being a mere figurehead to the mentor making more structured and meaningful interventions for mentoring to become more effective and outcome based. In 2019-20, few mentors of the final year classes took up activities with their respective classes that would enhance the employability skills of the students and motivate the students for CV enhancement. This was also evident in an increased number of students who participated in the placement cell training activities of the college. In 2019-20, student representatives were nominated on bodies through mentor recommendations. This academic year, advanced learners were provided with reference material, role playing assignments and student mentee system to assist academically weak students. 6. Problems Encountered and Resources Required- Please identify the problems encountered and resources required to implement the practice (in about 150 words). The college understands and acknowledges the need for effective mentoring as it results in better outcomes for students. While there was an overall improvement in various facets of student life, problems were encountered too. Reaching out to each student individually due to the big number in class, tracking outcome, lack of motivation among students were some of the problems encountered. STUDENT WELFARE SCHEME FOR ECONOMICALLY BACKWARD STUDENTS Objectives: The student welfare scheme provides financial assistance to economically weaker learners in the institute. This scheme has obtained the unceasing support from management, staff and alumni. This scheme is directed towards achieving an inclusive institution. Its noble objectives are: To extend financial aid to the economically weaker students, by providing grants, fee waivers etc Provide discrete academic assistance and auxiliary services such as book bank scheme offered through the library for economically backward students. The Outcomes of

this practice is striving towards upholding equity and inclusion among the economically disadvantaged learners through systematic execution of funding approaches. The Context- The student welfare committee faces several challenging issues during implementation. Identifying selected learners out of the many who approach is indeed a Herculean task Authenticity of the documents is also another deterrent. Time hiatuses by learners who are unable to pay the installments. Strict disciplinary action has to be taken in case of learners who fail to fulfill the requirements. Verification of the financial backwardness of the aspirants was yet another challenge. Inappropriate or insufficient information contained in the supporting documents is a technical difficulty. A unique aspect of this scheme is learners belonging to various caste, creed are permitted to pay their fees by submitting cheques from their trusts or associations. Later the college reimburses the fees through a cheque in the name of the respective trusts. This ensures timely collection of fees of these students by the college. 4 The Practice- Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)? Administered and piloted by an efficient committee the students find this the most transparent mechanism for obtaining financial assistance. Applications are invited at the beginning of the academic year to students who belong to economically weaker sections. Learners who benefit from Government scholarships are not entitled to apply for the same. Notices are circulated in the classrooms as well as mentor teachers inform the students about the scheme. A time period is given for the students to apply and quite often the same is extended for the benefit of students. The applications are then scrutinized by an expert committee with the Principal as the ex-officio Chairman. Interviews are conducted to examine the authenticity of the information provided in the application and to verify the supporting documents. The list of eligible students are then displayed on the notice-board and also uploaded on the college website. Learners are offered the following benefits under this scheme Fee waiver in case of extremely poor financial and permission to pay fees in installments. The resources are pooled from the contributions made by staff, alumni, and the institution. The practice is thus credited to have a multi-stakeholder approach which enhances the outreach of the scheme. Evidence of Success- Over a period of 8 years, we have reached out financially to the neediest students which in itself are a noteworthy achievement. On the positive side, students belonging to low-income groups are able to pursue graduation. The Committee extended financial assistance to 290 students, from 2014 to 2020. In 19-20 near about ₹1.46 lakhs provided. The students put in arduous efforts to pass exams. As they are less endowed and cannot afford coaching, undertake jobs to supplement the family income, and cannot attend lectures at times, most of the students do not score high grades. But nevertheless, most of them pass the exams and complete graduation. This initiative has helped these students to gain 'white collar' jobs and draw decent salaries. As an evidence to the progress of students, we forward 'response' mailed to us from two of the beneficiaries. We have enclosed a sample result statement of students who availed benefits under the welfare scheme. The result indicates that few students have scored an 'A' grade i.e. between 60-70. Most of the students score a 'C' grade which indicates an above the average performance as they have scored around 50. We strive to do better in the coming years.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

[https://sksasc.somaiya.edu.in/media/pdf/Best%20Practices\(1\).pdf](https://sksasc.somaiya.edu.in/media/pdf/Best%20Practices(1).pdf)

### 7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words: The vision of the college is to provide a dynamic learning continuum. The thrust, has always been on providing students with a well-rounded education that comes to fruition when they succeed in securing gainful employment. The Placement Cell of the college has evolved a well-designed concept of achieving this objective by closely working with three stakeholders - the students, the faculty and the companies. The world of work is changing very rapidly. Keeping this in mind, a strong liaison with the industry is maintained for continuous monitoring of changing trends and conditions in the global job market. The Placement Cell has undertaken several measures to attract companies to recruit fresh talent nurtured on the campus. In order to reduce the gap between candidate skills and meeting industry standards, the cell organized a two-day pre-event in soft-skills and professional etiquette called "Skillomatics" by eminent personalities from the corporate world. The topics covered during the two days ranged from importance of internships and placements to interview skills and group discussions to corporate etiquette and business grooming. The Placement Cell has also made its presence felt on social media such as Facebook (2494 following), Instagram, LinkedIn. It has created an exclusive website for the registration of the students. A Career Fest 2020 was organized in the college from 10th to 13th February 2020. Twenty-nine colleges participated in this event and around 1052 students attended the career fest. More than 58 companies participated in the fest conducting around 4000 interviews in the span of 4 days. In addition, 14 other companies visited the campus apart from the career fest 2020. A hundred and ten students have been placed with some of the prominent recruiters including Media.net, Global Business Services, Willios Wilson Tower, Equity Rights, SKM Tech Mahindra. The consistent efforts of the Placement Cell, their outcomes and response of the students along with industry response stand out as a distinctive feature of the college.

Provide the weblink of the institution

<https://sksasc.somaiya.edu.in/media/pdf/Vision.pdf>

### **8.Future Plans of Actions for Next Academic Year**

1. Online training programs for LMS at institution campus level. 2. Based on training for recording, editing live streaming educational videos organized by IQAC, faculties would effectively use these techniques in the teaching-learning program. 3. Extensive use google classroom microsoft team for sharing study material, reference resources, conduction tests interaction with students. 4. Conduction of environment awareness programs. 5. To subscribe to Urkund plagiarism package. 6. To collaborate at campus level for open source digital repository management. 7. To promote the initiation of a structured value education course. 8. To raise the involvement of alumni through various departmental activities. 8. Training program for non-teaching staff. 9. To conduct internal academic audit. 10. To apply for academic autonomy.