Yearly Status Report - 2018-2019

Part A	
Data of the Institution	
1. Name of the Institution	**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. Somaiyia College of Arts, Science and Commerce, Vidyanagar, Vidyavihar**
City/Town	**Mumbai**
State/UT	**Maharashtra**
Pincode	**400077**

2. Institutional Status

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**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	https://sksasc.somaiya.edu/sksasc/updates/NAAC_AQAR

4. Whether Academic Calendar prepared during the year

4. Whether Academic Calendar prepared during the year	**Yes**
if yes,whether it is uploaded in the institutional website: Weblink :	https://sksasc.somaiya.edu/media/pdf/A.Y.%202018-19%20CALENDER(1).pdf

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity Period From	Validity Period To
1	**B++**	**83**	**2004**	**16-Sep-2004**	**15-Sep-2009**
2	**A**	**3.15**	**2012**	**15-Sep-2012**	**14-Sep-2017**

6. Date of Establishment of IQAC

02-Jan-2005

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by	Date & Duration	Number of participants/ beneficiaries

IQAC		
Session on E-Content to enhance curriculum delivery. Conducted by Prof. Mandar Bhanushe, IDOL, University of Mumbai.	06-Sep-2018 1	28
Session on 'Auditing - A Renaissance' by CA Shailesh Haribhakti	23-Jan-2019 1	100
Skill development for ICT-enabled future teacher and applications of gamification in the teaching-learning process	05-Mar-2019 1	55
The IQAC and department of accountancy organized a session on	08-Feb-2019 1	23
A session on Photography entitled	27-Aug-2019 1	55
[View File](#)		

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
NIL	NIL	NIL	2019 0	0
[View File](#)				

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 :	**7**
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) IQAC under took reviews of the planned activities of Placement cell, value orientation, Nature club, WDC Research, alumni, and industry interface committies on 12th July 2018 2) A session on Photography entitled 'CAPTURE MORE THAN WHAT YOUR EYES CAN SEE', was conducted in coordination with BMM. The session was conducted by Alumni Yash Deshpande on 27th,August had about 55 participants. 3) Session on EContent to enhance curriculum delivery. Conducted by Prof. Mandar Bhanushe, IDOL, University of Mumbai. 4) Session on 'Auditing A Renaissance' by CA Shailesh Haribhakti Sir was organized by IQAC 5) A one day training workshop on 'Skill development for ICTenabled 'future' teacher and applications of gamification in the teachinglearning process' was organized by IQAC on 5th March 2019

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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	Achivements/Outcomes
To organize a session on online education resources e content development	A session on EContent to enhance curriculum delivery was organized on 6th September 2018. The session was conducted byProf. Mandar Bhanushe, IDOL, University of Mumbai. Numer of participants 28
Initiatives/reforms in TLP: Interdisciplinary lectures to be organized by all departments at least one per term and learning outcome guideline, each faculty to measure learning outcome for each module of one class for one paper peer learning. Course coordinators and HOD to review lecture & subject plan reports of members and submit a brief review report. An indicative guideline will be provided by IQAC and planning boards	All departments were provided with guidelines on conducting interdisciplinary lectures and identifying & measuring learning outcomes for atleast one module in one of the classes each faculty teaches. The details with examples were presented and discussion on the same was done during staff common room meeting by each department
Preparation of mentor list and files to be done in a week.	Each class has a mentor and bigger classes also have co-mentors. Review of various activities of Mentor Teachers was done on 20th October 2018.Teachers used Various Innovative practices. Some of them are mentioned below: • Review of projects given to students and Technical Reviews were done by Prof Rakhee Yadav and G.B Hemalata Respectively. • DrRaji Ramesh Continued with Teach Thy peer Programme. • Daily News Analysis done by prof PratameshTawade. • Peer learning for vernacular medium students introduced by Prof Nitin Mohod and DrRaji Ramesh

	for FY BA students. • BMM Department used Videos ,Ads and PPTs on socially Relevant issues. • In TYBA Economics, presentation was taken up on the topic MY DREAM AND MY ROLE MODEL. • Psychology Department used SWOT sheets for student inputs. • Further SYFM,mentor discussed Commodity Prices'trends in the class.The Practices were observed to be highly Innovative and Motivational for the students
Department Performa modifications as per new AQAR to be done.	Department performa was modified as per new AQAR modifications. This has aligned data mobilization process as per new NAAC guidelines

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14. Whether AQAR was placed before statutory body ?	**Yes**

Name of Statutory Body	Meeting Date
IQAC	**05-Apr-2019**

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	**2018**
Date of Submission	**31-Dec-2018**
17. Does the Institution have Management Information System ?	**Yes**
If yes, give a brief descripiton 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

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, which provides the faculty 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. For last three years some departments have experimented with the use of 'Flipped model' for delivering certain topics and their feedback is quite encouraging. 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 – Apart from the above mentioned activities, mentor teacher is allotted to each class who looks after the overall wellbeing of the class. 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. Mentor teacher also informs and encourage the students to participate

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entreprene urship	Skill Development
IIFST		07/12/2018	2	employabilit y	accounting
French Language		10/07/2018	1.5	employabilit y	vocabulory

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction

BCom	BMS	04/06/2018
BA	Economics	04/06/2018
BSc	Information Technology	04/06/2018
	View File	

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
BCom	Accountancy	04/06/2018
BCom	Management Studies	04/06/2018
BCom	Accounting & Finance	04/06/2018
BCom	Banking & Insurance	04/06/2018
BCom	Financial Market	04/06/2018
MCom	Accountancy	04/06/2018
MCom	Banking & Insurance	04/06/2018
BA	Economics	04/06/2018
BA	Psychology	04/06/2018
BA	Sociology	04/06/2018
BA	Economics/History	04/06/2018
MA	Economics	04/06/2018
BA	Mass Media	04/06/2018
MA	Communication & Journalism	04/06/2018
MA	Entertainment & Media	04/06/2018
BSc	Computer Science	04/06/2018
BSc	Information Technology	04/06/2018
MSc	Computer Science	04/06/2018
MSc	Information Technology	04/06/2018

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

	Certificate	Diploma Course
Number of Students	64	0

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
Nil	04/06/2018	0
	View File	

1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BA	Economics	13

BCom	Accounting & Finance	133
BCom	Management Studies	199
BCom	Banking & Insurance	69
BCom	Financial Market	64
BA	Mass Media	172
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	
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

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, which provides the faculty 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. For last three years some departments have experimented with the use of 'Flipped model' for delivering certain topics and their feedback is quite encouraging. 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 - Apart from the above mentioned activities, mentor teacher is allotted to each class who looks after the overall wellbeing of the class. 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. Mentor teacher also informs and encourage the students to participate

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	NIL	240	1271	260

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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
2018	5028	611	58	0	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	Numberof smart classrooms	E-resources and techniques used
58	58	3	21	0	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. Recently the mentoring activity is also reviewed by IQAC in each term. All teachers are allotted mentorship of particular class/divisions according to number of lectures/ workload in the class/division. The functioning of the mentor system has shifted from individual mentor reports to student diaries and now to a mentor kit/file that facilitates the process. 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. A mentor file has been designed and a mentor file is maintained by each mentor. Mentor has parents meetings once in each term to discuss about their wards progress, status of attendance and other academic information. Mentor also collects book reviews and assignments of students of respective class each semester. Mentor file helps the teachers to know about their students academically as well as extracurricular activities of their respective class. The mentor also plays a vital role for mobilizing interested students to become members of various forums and fests conducted by the college. 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.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
5639	58	97.22

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	0	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
2018	NA	Assistant Professor	NA
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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	A0135 A0136	Sem-VI	27/04/2019	15/06/2019
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The examination committee of the college functions as follows with regard to maintaining transparency and time-bound outcomes in terms of grievance redressal: The committee consists of total 11 members consisting of 1 convener, 4 members from aided section and 6 members from un-aided section. In order to have smooth conduct of examinations the following procedure is followed: 20 days ahead of the scheduled examination dates, 3 sets of question papers of each subject are submitted to the committee by various departments in sealed envelopes. The time table of the scheduled examination is declared at least 15 days in advance of the question papers submitted, one question paper is selected randomly by the members and the others are preserved for Additional and ATKT examinations. These question papers are in handwritten form, hence all of them are converted into soft copies and then proof reading of the same is done by the committee members in three stages. The required number of copies of the respective question papers are kept ready and sealed at least 2 days in advance. On the day of the examination, the sealed envelopes of the questions papers are handed over by the concerned committee member to the Senior Supervisor appointed for the session, half an hour before the scheduled examination time. At the end of each session, numbers of answer sheets in the exam blocks are verified and the seat numbers of the students on them are masked. Any copy case reported by a junior supervisor is registered by the senior supervisor and entered in a register maintained for the purpose and then all the cases are reported to Unfair Means Enquiry Committee. Unfair Means

Enquiry Committee sends a 7 days advance notice to such students asking them to be present for inquiry before the committee. The absentees on the day are called again by serving them another 7 days advance notice. On an average the examiners are allowed 10 to 12 days to complete assessment work and to facilitate this Centralized Assessment Programme is arranged wherein the committee members are made available for issuance and acceptance of bundles of answer sheets. Senior examiners from other colleges are invited as moderators and moderation is conducted as per University guidelines. A Display Sheet is prepared and verified by the committee members and then it is put on the examination notice board. The committee declares the results within 30 days of the conduct of the examination. Results are also uploaded on the website of the college for easy access to the students. If any student has any grievance about the declared result then he can apply for Revaluation within 7 days from the date of declaration of the result. Also photocopy of the original answer sheet is provided to students if they apply for the same. Subject experts from other colleges are called for the revaluation process. The entire conduct of the examination, declaration of results and settlement of grievances are highly transparent and time-bound.

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

The IQAC prepares the academic calender in consultation with examination committee, NSS and other important committees. The schedule is followed through out the year

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/sksasc/updates/NAAC_AQAR

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
A0135 A0136	BA	NIL	76	60	78.95
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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/1S5geDNrd6JgR_MBpIAdCiQ29lJ5rIb4U/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
Minor Projects	365	University of Mumbai	2241000	2241000
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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
N.A	N.A	31/03/2019

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
N.A.	N.A	N.A	31/03/2019	0

View File

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
N.A	N.A	N.A	N.A	N.A	31/03/2019

View File

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	0

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)
International	Information Technology	4	4

View File

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
8	46

View File

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	N.A	N.A	2018	0	N.A	0

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
N.A	N.A	N.A	2018	0	0	N.A

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	18	13	3	7
Presented papers	8	7	1	0
Resource persons	1	2	0	9

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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
19	NSS	3	120

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
0	0	0	0

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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 activites	Number of students participated in such activites
Swachh Bharat	Cultural Forum	Cleanliness drive	2	120
Social activity	Cultural Forum	Visit to the children orphanage	2	45
Jalyukt Shivaar (GOM)	Paani Foundation	Construction of soak pit trenches in 2 drought affected villages in Satara Nasik districts,	4	0

Swachh Bharat Camp	Banking Insurance Dept with University of Mumbai	Swachh Bharat Camp, Sindhudurg	0	1
Avhan 2018	Banking Insurance Dept with University of Mumbai	Chancellor Bridge Camp, Aurangabad	0	1
Adventure Camp	Banking Insurance Dept with University of Mumbai	Adventure Camp at Pong dam, Himachal Pradesh	0	1
		[View File](#)		

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
0	0	0	0
	[View File](#)		

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
N.A	N.A	N.A	31/03/2019	31/03/2019	0
		[View File](#)			

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
IISFT Skills Pvt.	02/01/2019	Certificate shipping course	50
Brain Soft Consultancy Pvt. Ltd., Pune	11/06/2018	Laptop repairing course	0
		[View File](#)	

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
135.2	141.25

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Classrooms with LCD facilities	Existing
Seminar Halls	Existing
Laboratories	Existing
Class rooms	Existing
Campus Area	Existing
Seminar halls with ICT facilities	Existing
Video Centre	Existing
Classrooms with Wi-Fi OR LAN	Existing
Value of the equipment purchased during the year (rs. in lakhs)	Newly Added
Number of important equipments purchased (Greater than 1-0 lakh) during the current year	Newly Added

No file uploaded.

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 patially)	Version	Year of automation
BOOKWORM	Partially	N.A	2011

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	49269	7645585	5842	1064247	55111	8709832
Reference Books	10683	6512982	233	197852	10916	6710834
Journals	112	551809	105	358572	217	910381
Digital Database	1	1027546	2	1286158	3	2313704

No file uploaded.

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	31/03/2019

No file uploaded.

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/	Others

								GBPS)	
Existin g	**238**	**166**	**238**	**0**	**0**	**22**	**30**	**870**	**0**
Added	**110**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Total	**348**	**166**	**238**	**0**	**0**	**22**	**30**	**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	https://drive.google.com/file/d/1Mg0hAJppM802Rvm8q9oDZvoZgKVK8BMT/view

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 incurredon maintenance of physical facilites
35.19	**34.2**	**207.13**	**156.22**

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/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	Student Welfare	16	221100
Financial Support from Other Sources			
a) National	Scholarship	154	1306668
b)International	N.A	0	0
View File			

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 implemetation	Number of students enrolled	Agencies involved
Soft Skill Development- Skill Yatra	14/01/2019	200	IMS Pro School
Skillomatics	10/01/2019	87	J J School of Employability- Mr. Jogesh Jain
Interdisciplinary Lecture on Communication for Marketing	16/01/2019	57	Dr. Raji Ramesh- Our Faculty for English Department
Guest Lecture on Importance of Effective Communication at Workplace	13/10/2018	72	Mr. Arun Nair- Senior HR Analyst- Aditya Birla Group
Guest Lecture Blogging and methods to create a Blog	22/03/2019	52	Niddhi Jobanpatra
Interdisciplinary Lecture on Principals of effective letter writing	27/02/2019	80	Dr. Sindhu Sara Thomas- Our Faculty for English Department
Remedial Coaching	19/10/2019	1	Mathematics Department of Our College
Remedial Coaching	05/12/2018	7	Philosophy Department of Our College
Remedial Coaching	15/12/2018	4	Philosophy Department of Our College
Remedial Coaching	12/11/2018	13	Economics Department of Our College

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 passedin the comp. exam	Number of studentsp placed
2018	Career Guidance Guest Lecture on 'Urban Governance' Riddhi Vartak- Praja Foundation	0	275	0	0
2019	Guest Lecture on Effectively preparing for Aptitude test by Hindustan Times	0	120	0	0
2018	Career Guidance Guest Lecture on O pportunities for Sociology Students in the Corporate World with a special emphasis on HR by Mrs. Sonal Kale HR Manager Info Sorce	0	150	0	0
2018	Career Guidance Lecture on Job Oppourtu nities in Logistics and SCM by MR. Galipelly Hanumanth Rao	0	60	0	0

2018	Career Guidance lecture on "Career Opportunities in Investment Banking" by Mr.Joseph P	0	60	0	0
2018	Alumina Guest Lecture on Career opportunities in HR	0	50	0	0
2018	Career Guidance Session on "Career Choice and Goal Setting " by Ms. Bhakti Tanksale	0	31	0	0
2018	Career Guidance lecture by 'Info Source' Opportunities for Sociology Students in the Corporate World with a special emphasis on HR	0	150	0	0
2018	Guest Lecture on Prsopsects in the Financial Industry by Mr. Sanjeev Meheta	0	100	0	0
2018	Guest Lecture on Career Opportunities in Insurance Sector	0	58	0	0
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 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
1	1	142

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
COPPERGATE	121	18	HDFC Securities	13	7

View File

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

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
2018	85	B.Com/BA/BAF /BBI/BFM/BMS /BMM/B.SC CS/B.SC IT	B.Com/BA/BAF /BBI/BFM/BMS /BMM/B.SC CS/B.SC IT	S K Somaiya and other colleges	M.Com/MA/MAE MA/MSC CS
2019	113	B.Com/BA/BAF /BBI/BFM/BMS /BMM/B.SC CS/B.SC IT	B.Com/BA/BAF /BBI/BFM/BMS /BMM/B.SC CS/B.SC IT	S K Somaiya and other colleges	M.Com/MA/MAE MA/MSC CS

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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
Any Other	4

View File

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

Activity	Level	Number of Participants
Mediatheque 2019	Inter-Collegiate	700
Zenith 2018	Inter-Collegiate	800
Uddan 2018	Inter-Collegiate	500
Utkarsh 2018-19	Inter-Collegiate	700
Campus Quest 2019	Inter Campus	80

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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	Number of awards for	Student ID number	Name of the student

			Sports	Cultural		
2018	Bronze medal in Senior doubles	National	1	0	1520150657	Mr. Sanish Ambekar
2018	Gold medal Youth boys	National	4	0	1520162154	SIDDHESH PANDE
2018	Bronze medal	National	2	0	1520162154	SIDDHESH PANDE
2018	Gold Medal at 29th WFSKO National Open Karate Championship	National	1	0	1520181952	Nilesh Chauhan
2018	Silver Medal in Asian Junior Championship Games	International	2	0	1520171678	NIDHI SINGH
2018	Won Bronze Medal in All India University Competition-Taekwondo	National	1	0	1520172657	Mr.Prabhat Senva
2018	Won Bronze Medal In National Goa Skating Festival.	National	1	0	1520181850	Aditi Patil
2018	Won Gold Medal In National Goa Skating Festival.	National	1	0	1520180215	Raj Jayesh Chheda
2019	Silver Medal in Khelo India Youth Games	National	1	0	1520162154	SIDDHESH PANDE
2019	Gold Medal in relay at Khelo India Youth Games	National	1	0	1520171678	NIDHI SINGH

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 isdone by student volunteers themselves. The GS, JS and contingent leaders are the students 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. The forum also works through a network of class representatives. 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 the 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 proceeding of the annual prize distribution ceremony is yet another responsibility effectively looked after by the student contingent. Students' participation is most visible in the nature and scale of the work performed by them in the placement committee. Since 2016, the committee is being exclusively managed by a group of committed students. The students work relentlessly towards pitching companies for campus recruitment. The noteworthy activities in this regard are the taken by students in preparing and sending college brochures to various companies. Student registrations and detailed students profile 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' in 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 has provided many job opportunities to the students. In 2018-19, a team of students assisted the IQAC in documentation process and making all the technical arrangements.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

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 :

0

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: We inaugurated the Placement Cell 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. The data is classified, tabulated and filed, to separate companies offering walk in interviews from those taking up campus interviews. 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 towards pitching for campus drives with established companies. The noteworthy activities in this regard are the creativity and efforts put in 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 Whatspp. 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. This fest brings to our campus, on the one hand, several small Start Ups which offer growth opportunities, and on the other hand, well established companies like TCS, L T, Wipro, Godrej, TATA AIG and such others which offer secured positions. Another progressive step in the year 2017, was the collaboration and sponsorship from CII in conducting the career fest.

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
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.
Teaching and Learning	In 2016, we initially began with short courses and batches in, laptop and smart phone repairing, Data Analytics and mobile applications. 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. Our strategic plan also includes the dimension of consultancy. With this view in mind, a 'Train the Trainer' program was conducted by staff of S.K.Somaiya to Trainers of Police Training Academy, Mumbai. The faculty of our college conducted sessions on topics such as communication skills, grooming and motivation and the use of Google Apps
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.

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

E-governace area	Details
Planning and Development	Name of vendor Somaiya vidyavihar 022-67283080/3095
Administration	Name of vendor Somaiya vidyavihar 022-67283080/3095
Finance and Accounts	Name of vendor Somaiya vidyavihar 022-67283080/3095
Student Admission and Support	Name of vendor Somaiya vidyavihar 022-67283080/3095
Examination	name of vendor :Bhanudas dumbre 9967911017

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 for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2018	Ravikant Sangurde, Nigar Patel, Sujata Khadilkar	TYBCOM syllabus Revision, Conference, State level IQAC Training Programme	LalaLajpatrai College, Shroff college, Poddar College	18100
2019	Marielia Assumption , Swati Maurya, Meghna Vyas	NET/SET Workshop, TYBSC new Syllabus Workshop, International Conference	Shetty college, HR College,Mumbai University	20450
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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)
2018	A session onE-Content,to enhance curriculum delivery	NA	06/09/2018	06/09/2018	28	0
2019	organized a session on 'Audit Renaissance'	NA	23/01/2019	23/01/2019	24	0
2019	session on 'Financial planning and investment portfolio'	NA	08/02/2019	08/02/2019	24	10
2019	'Skill development for ICT-enabled 'future' teacher and applications of	NA	05/03/2019	05/03/2019	54	0

gamificati on in the teaching- learning process'				

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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 course	2	12/10/2018	01/11/2018	18
Refresher course	2	02/05/2018	18/05/2018	12
Refresher course	3	24/09/2018	13/10/2018	18
FDP	3	01/08/2018	01/10/2018	30
Orientation	1	03/12/2018	28/12/2018	23

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

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
40	58	44	44

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
An amount of Rs. 500/Reference Book/YeAn amount of Rs. 5000/academic year / teacher staff is paid as registration fees for attending workshops, symposia, conference and seminarar is reimbursedon 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,	An amount of Rs. 1000/academic year / staff whose ward / child has successfully cleared the final exam,An amount of Rs 2,00,000 Medical insurance for the entire family,The uniform cost and the tailoring cost for the Class 4 staff is incurred by the college	The Students Welfare Fund is a collection the mobilization of funds and resources are optimized An amount of Rs. 4000/- concession 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

		students apply for the same with income certificate. 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.

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
NA	0	NA

No file uploaded.

6.4.3 – Total corpus fund generated

0

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	Yes	Committee nominated by university of Mumbai	Yes	IQAC
Administrative	Yes	Committee nominated by university of Mumbai	No	NA

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

1) A session on Photography entitled 'CAPTURE MORE THAN WHAT YOUR EYES CAN SEE', was conducted in co-ordination with BMM. The session was conducted by Alumni Yash Deshpande on 27 th ,August had about 55 participants. 2) A session under guidance of a parent on Careers in Police force with requirements and other details was conducted on 12th March 2019 . 30 students participated in the session. 3) PTA membership with database of parents is mobilized through each mentor.

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

NIL

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. The PTA activities have been mutually beneficial. Guest lectures by parents,

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	
b)Participation in NIRF	
c)ISO certification	
d)NBA or any other quality audit	Yes

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	The IQAC and department of accountancy organized a session on 'Financial planning and investment portfolio'	08/02/2019	08/02/2019	08/02/2019	24
2019	'Skill development for ICT-enabled 'future' teacher and applications of gamification in the teaching-learning process'	05/03/2019	05/03/2019	05/03/2019	54

2018	A session on E-Content,to enhance curriculum delivery was organized	06/09/2018	06/09/2018	06/09/2018	28
2019	organized a session on 'Audit Renaissance'	23/01/2019	23/01/2019	23/01/2019	24

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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
Mission Sahasi	17/10/2018	17/10/2018	58	0
Role of women then and now	08/03/2019	08/03/2019	10	0
Womens day celebration	08/03/2019	08/03/2019	48	0
Prevention and prohibition of sexual harassment	09/03/2019	09/03/2019	115	0

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	27
Provision for lift	Yes	27
Ramp/Rails	Yes	27
Braille Software/facilities	No	0
Rest Rooms	No	0
Scribes for examination	Yes	27
Special skill development for differently abled students	Yes	27
Any other similar facility	Yes	27

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
2018	1	1	20/07/2018	5	Muskan	Donation of books, stastionary28	28

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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
N.A	31/03/2019	31/03/2019	0

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 and 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

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 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 257 students, which has increased by 45, from 2014 to 2018. The students put in arduous efforts to pass exams. As they are less endowed and cannot afford coaching, under take jobs to supplement 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. Problems Encountered and Resources Required- The Student's Welfare Scheme was initiated to benefit those students who were from financially weaker sections and were not eligible for any other scholarships. Since inception, while several students have benefited, several problems were encountered too. Inhibitions like low self-esteem, peer-opinion, and doubts regarding refunding and academic failure were also encountered. The committee felt that it was not able to reach the deserving. Many students were not able to produce income certificate which is mandatory to avail the scheme. Needy students who were forced to work due to financial constraints could not satisfy attendance criterion. In the initial phase funds came from the institution. Later on, the alumni, the teaching and non-teaching staffs have also been contributing voluntarily to the pool. Few organisations and parents of students have shown interest in this initiative and we plan to engage these sources too in the noble cause. Student Feedback Mechanism having a comprehensive scope http://www.sksfeedback.in/ Objectives of the Practice- Objectives Review of Teaching Learning Programmes Enhancing quality of Teaching Learning Process Students grievance redressal mechanism It acts as an incentive for the teaching fraternity to innovate and bring in effective methodologies in the Teaching learning process. The mechanism provides insights about the factors supporting student intake through the entry level feedback. It also throws light on the student progression by taking a stock of the contribution and role of the institution in the overall personality development of the outgoing students. The Context- This responsive system is an inbuilt component of the Teaching learning programme. By covering various aspects of the teaching-learning process, the feedback mechanism is expected to make the faculty responsive to the learning needs of the student community. It encourages teachers to adopt interactive and participative teaching-learning methods. The mechanism provides specific information to the faculty regarding their communication skills, interactions in class, punctuality, provision of learning resources, syllabus coverage etc. It thus acts as a basis for the furtherance of the teachers' skills, curriculum enrichment and identification of gaps if any. It offers an opportunity for self-introspection for the teachers. The major challenges encountered are: Few students volunteer to provide feedback on their own accord in the online process which is accessible to all. Administering online feedback requires technical soundness. The Practice- Learners who comply with 75 and above attendance are selected in this process. A regular feedback is a taken offline and online. The feedback committee this academic year ventured into a mechanism wherein from this semester all students could have access to feedback through google forms sent online. Special feedback sessions were conducted in all the classrooms and students submitted the feedback using their mobiles. Messages were also sent across to students who were absent to provide responses from their residences. In the past only 10 of regular students were taken to

the computer laboratory and forms were filled online. The institute makes it imperative that all courses undergraduate and post-graduate are systematically represented. The feedback system is three-tier based one at entry level, semester-end and at the point of exit .The entry level questionnaire comprises of questions related to reasons for choice of the college and the programme selected. The semester-end feedback includes overall teaching learning practices. The exit form is an overview of the teaching and infrastructure accessibility. The analyzed results of the feedback are provided to the faculty and reviewed by departments.

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/sksasc/updates/NAAC_AQAR

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

The vision of the college is to provide a vibrant and dynamic learning environment. The thrust has been on equipping its students with employability skills through dissemination of contemporary knowledge and skills. The last five years, our college has seen a remarkable change in terms of the facilitation and support it has provided for students in embarking on their professional journey. Students from nearly every stream have received value added inputs and this has laid down a preparatory ground for their futuristic skill development. We have persistently implemented a wide range of add-on and certificate courses and training programs that have inculcated in our students a set of market demanded skills. The gamut of courses includes proficiency skills, foreign languages, data analytics to stock market operations, business accounting process and so on. Training programs cover soft skills training. In this context, our program titled 'Campus to corporate' in collaboration with Tata Consultancy Services has proved to be real values add for the students. It has enhanced their performance at the time of internships and placements. This course or training module was also initially imparted to our faculties under 'Train the trainer' program. For the computer science and IT students, courses such as R- tool, C, ethical hacking, Java and Android programming have assisted them in gaining updated knowledge and skills. The laptop repairing course was a short term course that drew student participants across various courses, including the conventional BA and Bcom students. Foreign language courses include French, Japanese and German. Sound film editing and photography courses have truly enhanced the requisite skills of the students pursuing careers in mass media and advertising. For the humanities, the institution has offered courses such as Human rights, Wellness beauty program and environment sustainability. Certain add-on and certificate courses have focused on the enrolment of students from particular courses in view of the specific needs of these students. For example, the proficiency course has focused on the BA, Bcom and Accounting finance students that are either from vernacular medium or are below average in communicative English. This course had significant outcomes for these students as revealed in their course evaluations and confidence it has built in them. Similarly, a numerical aptitude course was launched by the college when it was realized that students are faced with inadequate numerical skills acting as an obstacle in clearing entrance criteria laid down by the recruiters approaching the placement cell of the college. The student beneficiaries for these courses have been either increasing or consistent over the years. The college has been drawing professional engagement in the conduct of these courses. We have around ten functional MOUs with academic institutions of high repute as well as corporate for conducting these courses. The industry-academia interface has acted as a catalyst in promoting the mission of the

college. The variety of skill based courses, their outcomes and response from students along with industry collaborations stand out as distinctive feature for an under-graduate college in the region.

Provide the weblink of the institution

8.Future Plans of Actions for Next Academic Year

1) To organize a sessions on online education resources e-content development 2) To create online learning modules for the benefit of student community 3) Initiatives/reforms in TLP: Interdisciplinary lectures by all departments at least one per term and learning outcome guideline, each faculty to measure learning outcome for each module. 4) To take community based outreach and extension activities