



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GHANSHYAMDAS SARAF COLLEGE OF ARTS AND COMMERCE

**GHANSHYAMDAS SARAF COLLEGE OF ARTS AND COMMERCE RSET, RSET
CAMPUS, SUNDER NAGAR, S.V. ROAD, MALAD (WEST)**

400064

www.sarafcollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Rajasthani Sammelan Education Trust was established in 1948 at Malad in the Western Suburbs of Mumbai, with the aim of promoting the cause of education. In the words of our President Shri Ashok Saraf, “At RSET, we are driven by the belief that every child deserves high-quality education regardless of his socio-economic status. Providing ample educational opportunities is one of the most fundamental obligations every generation owes to the ones that follow”. Driven by this core philosophy and the dedicated efforts of its trustees and members, RSET today is in its 72nd year and has more than 16 thousand students studying in its various institutions on its campus.

Ghanshyamdas Saraf College of Arts & Commerce, RSET/s first degree college, was established in 1983. What began as a small commerce college offering one academic programme and a student strength of 220, has now grown into a college offering 13 academic programmes including UG and PG as well as a Research Cell and a student strength of 5,015. The college is housed in a six storeyed building. It has a Girls hostel as well as a Boy’s Hostel. The Girls’ hostel accommodates 135 students; the Boy’s hostel accommodates 152 students. In the last 37 years and more of its journey, Ghanshyamdas Saraf College has created for itself a well-earned reputation among the many Commerce Colleges in Mumbai. Our strong commitment to value-based education, emphasis on discipline, forward-looking policies, dedicated faculty and the vast array of extension and extra-curricular activities – all have contributed to our reputation as an educational institution of a high standard.

The college was accredited by NAAC with an ‘A’ Grade in 2004. In 2013, it was re-accredited by NAAC with an ‘A’ Grade with a CGPA of 3.23 on a four-points scale. We have consistently strived to implement the instructions and observations of the NAAC Peer Teams and been motivated by them to work towards consistent improvement and higher standards of excellence.

Vision

To provide quality education with consistent striving for excellence and human enrichment and development

Mission

To empower students through value-based education and skill development so that they become dynamic agents of social reformation and nation-building

1. Core Values

1. Student-centric philosophy

All our activities and endeavours are focused on our students, to enable them to maximize their potential and achieve their goals.

1. Academic excellence

We are committed to the highest academic standards which will provide students with in-depth knowledge and practical skills; also an understanding of their own discipline and its relation to other discipline

1. Focus on pedagogy

We are constantly focused on assessment and improvement of students' learning outcomes and our teaching-learning methods

1. Constant evaluation and improvement

We constantly strive to improve our procedures and evaluate our policies, thereby keeping prepared to meet new challenges and development.

1. Work-ethic

We strongly believe in following a work culture built on honesty, hard work, accountability, team spirit, cooperation and collaboration.

1. Social responsibility

All our activities aim at inculcating values which will make students aware of their responsibility towards society and their nation. Inclusiveness and appreciation of diversity are especially promoted.

1. Taking responsibility

We believe in being accountable for our professional and personal development.

OUR COMMITMENTS

Investing in good people & good infrastructure

- Ensuring consistent human enrichment & development
- Evolving a healthy work culture and team spirit

- Instilling a sense of pride and belonging to the institution
 - Setting higher & newer goals in the pursuit of excellence

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Dedicated, energetic and responsible faculty
- Strong bond between teachers and students
- Robust teaching-learning process translated into more than 90% result which is well above University average.
- Linkages and MOUs with various renowned institutions
- Add on courses to broaden the exposure of students and provide them with useful skills.
- Active career-guidance and placement cell links traditional learning with career/job opportunities
- Strong tradition of innovative extension activities ,value-oriented education as a core philosophy
- Transparent governance
- Pro-active, forward looking and dynamic management.
- Continuous augmentation and up gradation of existing infrastructure
- Healthy research activities

Institutional Weakness

- Inadequate physical space for expansion of building/campus despite the huge scope for additional programmes.
- limitation on core research and patents etc by virtue of being a Commerce College
- Lack of academic autonomy
- Restrictions on appointment of permanent (aided) staff from government, resulting in majority of staff-recruitment on contractual basis.

Institutional Opportunity

- To become autonomous
- To strengthen and expand the scope and activities of the Research Cell and emerge as an institution of quality research.
- To tie-up with institutions/organisations for offering courses add on courses which will provide students with global competencies and skills
- To formalise the existing Alumni network into a Registered Alumni Association.
- To utilise the services of our centralised I.T System on the campus to make our online teaching-learning process more effective.

Institutional Challenge

- To devise imaginative ways to make online teaching-learning more fruitful and keep students motivated

in the pandemic situation.

- To counter the challenges posed by private Universities and colleges offering inter-disciplinary programmes.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Planning and Implementation

- Effective curriculum delivery through a well-planned Academic Calendar and effective implementation process.
- Continuous Internal Evaluation system to ensure that Academic Calendar is adhered.
- The Principal is a member of Academic Council and Senate Member of University of Mumbai.
- Some of the faculty members are members of BOS and are in the team of setting of question papers for UG/PG programmes.
- Some of the faculty members are also in the team of Assessment/ Evaluation process of University of Mumbai.
- 2 Ph. D Programmes in Commerce and Economics were introduced.
- All the existing courses have been revised in last 5 years. From the academic year 2016-17, University of Mumbai progressively introduced Choice Based Credit and Grading System for all the programmes. Out of 13 programmes, 11 programmes (UG and PG) were such that Choice Based Credit and Grading System were implemented.
- 23 Add on/ certificate programmes were offered to students.

Curriculum Enrichment

- While teaching the prescribed syllabus institution arranges various activities to address the cross-cutting issues such as professional ethics, Gender sensitization, human values, environmental consciousness, and sustainability.
- 13.56% of courses include experiential learning through project work/field work/internship.
- 27.15% of students undertaking project work/field work/ internships.

Feedback System

Structured feedback is received from students, teachers and Alumni. It is analysed and appropriate action is taken. Informal feedback is also received from time to time. Action is taken in form of offering value added courses, designing remedial and bridge courses and using more student centric teaching methods.

Teaching-learning and Evaluation

Student Enrolment and Profile:

- Average enrolment : 92.10%
- Average percentage seats filled against reservations: 33.90%
- Students from foreign countries enrolled for UG and PG programmes.

Catering to Student Diversity:

- Learning levels are identified by segregating the students after admission based on their marks.
- Bridge, remedial and other courses are conducted for slow and advance learners.
- Student-teacher ratio: 82.95 %

Teaching Learning Process:

- Student centric teaching methods like experiential, participative and problem- solving methods are used.
- Teachers use ICTs. During the pandemic, all teachers used ICT for online teaching.
- Gold Academy, provides e-contents and conducts online tests.
- Bloomberg Lab- established for explaining capital market.
- Ratio of mentors to students: 1: 30

Teacher Profile and Quality:

- Full Time teachers against sanctioned posts: 90.67% (all the non-filled post are filled by the management immediately)
- Permanent FT teachers with Ph.D.: 23.79 %
- Average teaching experience: 8.58 Years

Evaluation Process and Reforms:

- The college adheres to the norms of the University of Mumbai for evaluation and deals with the examination related grievances appropriately.
- The teachers attend workshops for revision of syllabus.

Student Performance and Learning Outcomes

- The POs/PSOs/COs are displayed on the college website and are communicated to the stakeholders.
- The evaluation of attainment of the POs/PSOs/COs is carried out on the basis of activities such as evaluation of overall results, departmental results etc.
- The average pass percentage is 88.43 %.

Research, Innovations and Extension

Resource Mobilization for research:

- Rs. 0.30 Lakhs grants received for research project.
- 04 (6.78 %) teachers recognised as research guides.
- 7.14 % of Departments having Research Projects are funded by Government.

Innovation Ecosystem:

- For creating an Ecosystem for innovation, the college has established an Entrepreneurship Cell , Collaborated with “Navyuvak Entrepreneurs Private Limited (NEPL)” , hosted online session on

“Being An Out-of-the-Box Achiever”, Entrepreneurial Fairs , organising industrial visits, conducted counselling sessions, aptitude tests, mock interviews etc.

- Workshops on IPR/industry –academia interaction: 09

Research Publications and Awards:

- Number of PhDs registered per eligible teacher : 13
- Papers published in journals notified on UGC website :43
- Publications in proceeding volumes and book chapters: 312

Extension Activities:

- Participation in extension activities by NSS, NCC, DLLE, WDC, Rotract Club etc. mainly includes beach cleaning, tree plantation, blood donation, gender sensitization, E Waste Collection campaign, reuse of plastic bottles , Swachhata Abhiyaaan in rural villages, free Eye check-up camps, collection of relief aid for victims of natural disaster , rallies for Aids Awareness, Road Safety, Visit to old age and mentally challenged children home etc.
- 33 awards and recognitions received for extension activities.
- 276 extension and outreach Programmes conducted by the institution through NSS/ NCC/ Red Cross/ YRC etc.
- 48.6% students participated in extension activities.

Collaboration:

- 713 Collaborative activities for research, Faculty exchange, Student exchange/ internship were conducted.
- 14 functional MoUs with institutions, other universities, and industries were entered.

Infrastructure and Learning Resources

Physical Facilities:

- Expansive campus of 5180 Aq. Meters.
- Fully equipped Departments with computers and internet connectivity.
- Spacious and fully equipped classrooms.
- Research centre.
- Assembly Hall.
- Bloomberg Lab.
- Meeting Room for teachers.
- Exam, NAAC and NCC rooms.
- Clean Canteen.
- Boys and Girls common room.
- Well-furnished, air-conditioned and well equipped Staff Room (with pantry) , offices for Principal, Vice Principal and Administrative staff.
- Girls’ and boys’ hostel.
- Playground and Indoor game facilities.
- 10 % Classrooms are ICT Enabled.

- 41.52 % of the total expenditure for Infrastructure (Excluding Salary).

Library as a Learning Resource:

- Fully air conditioned and automated library with KOHA – ILMS, 51,686 Books, 31,35000+ E-books , CDs, Journals and Magazines .
- Subscribed to N-List Database and E- Shodhganga. Access to databases like EBSCO and DELNET subscribed by sister institutes.
- The average expenditure per year on books and journals is INR 3.96 lakhs.
- The usage of the library per day is 17.93 %.
- Book Bank Scheme.
- Book exhibitions.

IT Infrastructure:

- A well-equipped data centre for server, equipments and storage.
- Separate UPS system.
- CCTV cameras installed on campus.
- Bandwidth- upgraded to 100 MBPS.
- Student - Computer ratio overall is 26.67:1. 1 computer per student available during practical's.(Batches made)

Maintenance of Campus Infrastructure:

- Contract with outside Agencies for maintenance of infrastructure.
- 11.40 % of the expenditure incurred towards maintenance.

Student Support and Progression

Student Support:

- Average percentage of students benefited by the Government scholarships, institution scholarship and benefited by guidance for competitive exams is: 0.7922 %, 2.564% and 21.40% respectively.
- The institution has taken adequate Capacity building and skills enhancement initiatives through programmes for developing Soft skills, Language and communication skills, Life skills, ICT/computing.
- The Institution has a robust and transparent mechanism for timely redressal of students' grievances including sexual harassment and ragging cases by establishing Student Grievance, Anti – Ragging and Women Development Cell.

Student Progression

- Average percentage of placement of outgoing students: 6.49 %

- Number of outgoing student progression to higher education during last five years: 1539 Students.
- Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level: 34
- Average number of sports and cultural events/competitions in which students of the Institution participated during last five years : 20.4 %
- Students actively represent in various bodies such as Students Council, CDC, IQAC, Career Guidance and Placement Cell, Grievance Redressal Cell, Rotaract Club , WDC, DLLE, NCC, NSS, Literary Associations, Sports, Cultural Association, Alumni Association and even in the administrative activities of the college such as admission work.

Alumni Engagement

- Ghanshyamdas Saraf Alumni Association is an active body and has conducted various activities, benefitting the Institution and the students. It has developed a strong relation and a link between the alumni, staff and students and has worked for the serving and developing the Institution and society at large.

Governance, Leadership and Management

Institutional Vision and Leadership:

- Policies formulated in line with vision and mission of the college.
- Participatory management in planning, execution, and monitoring.

Strategy development and deployment:

- The Perspective Plan (2015-2020) is effectively deployed in all areas.
- New undergraduate, post-graduate and research programs introduced.
- Well-structured feedback system on curriculum from all stakeholders.
- Implementation of E- Governance through MIS and ERP system.

Faculty Empowerment Strategies

- Welfare measures for Teaching and Non-Teaching Staff through facilities such as health check-up camps.
- Professional development /administrative training programs organized by the institution for teaching and non-teaching staff: 08
- Teachers' participation in Orientation, Refresher & Short-Term Courses: 8.022 %
- The performance appraisal of teaching and non-teaching staff is conducted.

Financial Management and Resource Mobilization

- Finance In-charge of the college allocates annual budget which is approved by the Governing Council.
- Internal and statutory external audit on regular basis.
- Funds raised from non-government bodies, individuals and philanthropist is Rs. 19.37 Lakhs.
- Salary grant to Aided –staff, Research grant and tuition fees are main source of funds.

Internal Quality Assurance System

- The IQAC monitors the implementation of vision and mission of the college by conducting meetings regularly and also contributes for institutionalizing the quality initiatives like developing quality culture among teachers, conduct of Academic audit etc.
- It reviews the teaching learning process and outputs periodically by collecting feedback and analysing it.

Institutional Values and Best Practices

Institutional Values and Social Responsibilities

- The Women Development Cell has worked towards gender equity promotion by organizing various seminars/ workshops and activities.
- For ensuring safety and security, we have Anti Ragging Cell, CCTV Cameras, Mentoring System, Counselling Centre etc.
- The Institution mostly uses LED bulbs, and has 24 solar energy panels, Generators Sets and Transformers to conserve electricity.
- Effective mechanism for solid, liquid and e-waste management.
- The green practices of the college has made the campus eco-friendly.
- Conducts Green Audit.
- Rainwater Harvesting unit, bore well and tanks for water conservation.
- Extension activities, extra-curricular activities are conducted to create culture of inclusiveness.
- Students and employees are sensitized towards their constitutional obligations by conducting various programmes on Independence Day, Cleanliness Drive etc.
- Code of conduct for students, teachers, administrators and other staff is displayed on college website and also in the prospectus.
- Institution celebrates / organizes national and international commemorative days, events and festivals:

45

Best Practices

- The institute has a number of best practices in tune with its vision, mission and objectives. The two best examples are:
 1. Multifarious schemes for Capability Enhancement, Skill Development and awareness programmes.
 2. Community Based Practices and their outcome

Institutional Distinctiveness:

- Aims at Enhancing job skills and creating employment opportunities for our students by organising various workshops and seminars, campus interviews , visits to JOB Fairs , Placement drives , MOUs with National and International Institutions, etc.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GHANSHYAMDAS SARAF COLLEGE OF ARTS AND COMMERCE
Address	Ghanshyamdas Saraf College of Arts and Commerce RSET, RSET Campus, Sunder Nagar, S.V. Road, Malad (West)
City	Mumbai
State	Maharashtra
Pin	400064
Website	www.sarafcollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Jayant Apte	022-45207766	9821125965	022-4520779 8	jayant.apte@sarafcollege.org
IQAC / CIQA coordinator	Ashwat Desai	022-45207777	9321153535	022-4520779 9	ashwat.desai@sarafcollege.org

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Letter of Minority Status-merged-compressed.pdf
If Yes, Specify minority status	
Religious	NA
Linguistic	Yes Hindi Speaking Linguistic Minority
Any Other	NA

Establishment Details				
Date of establishment of the college	08-06-1983			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Maharashtra	University of Mumbai	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	07-06-1995	View Document		
12B of UGC	21-11-2002	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Ghanshyamdas Saraf College of Arts and Commerce RSET, RSET Campus, Sunder Nagar, S.V. Road, Malad (West)	Urban	1.28	483.34

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Commerce	36	HSC or Equivalent	English	144	144
UG	BSc,Commerce	36	HSC or Equivalent	English	72	72
UG	BCom,Commerce	36	HSC or Equivalent	English	72	72
UG	BCom,Commerce	36	HSC or Equivalent	English	891	888
UG	BCom,Commerce	36	HSC or Equivalent	English	150	150
UG	BMS,Commerce	36	HSC or Equivalent	English	151	150
UG	BA,Arts	36	HSC or Equivalent	English	144	141

PG	MCom,Commerce	24	Graduation or Equivalent	English	80	47
PG	MCom,Commerce	24	Graduation or Equivalent	English	140	140
PG	MA,Arts	24	Graduation or Equivalent	English	60	0
PG	MA,Arts	24	Graduation or Equivalent	English	60	0
Doctoral (Ph.D)	PhD or DPhil,Commerce	36	Post Graduation and NET or SLET or PET	English	8	3
Doctoral (Ph.D)	PhD or DPhil,Arts	36	Post Graduation and NET or SLET or PET	English	5	1

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				12				5			
Recruited	1	0	0	1	3	2	0	5	2	3	0	5
Yet to Recruit	0				7				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				12			
Recruited	0	0	0	0	0	0	0	0	2	8	0	10
Yet to Recruit	0				0				2			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				17
Recruited	12	0	0	12
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				15
Recruited	9	6	0	15
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	2	0	0	1	3	0	7
M.Phil.	0	0	0	0	1	0	1	0	0	2
PG	0	0	0	1	1	0	0	0	0	2

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	5	0	6
M.Phil.	0	0	0	0	0	0	0	4	0	4
PG	0	0	0	0	0	0	8	28	0	36

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		4	10	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	773	4	0	0	777
	Female	836	3	0	0	839
	Others	0	0	0	0	0
PG	Male	57	0	0	0	57
	Female	131	0	0	0	131
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	18	28	33	37
	Female	26	35	49	32
	Others	0	0	0	0
ST	Male	2	3	4	2
	Female	1	2	3	1
	Others	0	0	0	0
OBC	Male	31	44	64	73
	Female	54	85	109	71
	Others	0	0	0	0
General	Male	1856	1722	1664	2399
	Female	2683	2749	2781	1987
	Others	0	0	0	0
Others	Male	100	70	91	153
	Female	123	137	150	221
	Others	0	0	0	0
Total		4894	4875	4948	4976

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
367	367	367	367	367
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
12	12	12	12	12

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
4894	4875	4948	4976	4789
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
987	979	957	963	996

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1662	1635	1690	1660	1479

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
53	52	50	52	47

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
53	52	50	52	47

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 33

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
486.74	467.62	478.69	455.30	414.30

4.3

Number of Computers

Response: 185

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

The curriculum of the programmes in the institution is implemented and followed to provide a holistic education reflecting the institution's vision of positive change in society through educational excellence. Effective curriculum delivery is ensured through the following process:

1) Academic Planning:

Institution has a notable practice of conducting a meeting at the start of every academic year to assess last year's performance, and set targets for the upcoming year.

2) Appointment of Qualified Faculty-

The Institution emulates UGC norms while appointing qualified faculty; completed with a thorough interview, following the University guidelines. The panel comprises Vice Chancellor's nominee, subject expert, Principal, and Management members for conducting the interview.

3) Distribution of Workload and Teaching Plan (as per UGC and DHE norms)-

The Institution follows University guidelines to frame the teaching plan and distribution of workload. The faculty record the details of their daily lectures, and activities conducted, in the Academic Diary. The faculty is individually provided with the daily timetable, and the division-wise timetables are displayed in each class. The teachers prepare a lesson plan for each subject, which they follow while teaching.

4) Bridge Courses and Remedial Lectures-

Bridge courses are conducted for students from foreign countries to provide them additional guidance for selected subjects.

Remedial lectures for slow learners and lectures for advanced learners are also conducted.

5) Teaching Methodology-

Apart from the traditional chalk-and-board method, innovative teaching-learning methods such as live projects, class activities, group discussions, field visits, project work, internship, case-studies, and ICT are used by the teachers to ensure effective curriculum delivery. The Institution has an e-learning reservoir- a well-equipped library. Gold Academy established by the Institution, is one of the e-learning platforms where online tests are conducted and e-content is provided for the benefit of

students.

6) Completion of Syllabus-

The Institution follows a systematic procedure for completion of syllabus by the faculty. A report of syllabus completion is also obtained from each teacher.

7) Examinations-

A thorough and ongoing assessment of students is conducted through regular class tests, mid-term examinations, regular assessment, viva-voce, remedial, and tutorial classes. The Institution follows a meticulous procedure for paper setting, evaluation, moderation, and submission of marksheets for the smooth conduct of examinations.

8) Mentorship Programmes-

Mentorship programmes support the students in curricular, co-curricular, extra-curricular and personality development.

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

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

Response:

1. Mechanism of preparation of Academic Calendar:

An academic calendar is prepared at the beginning of every academic year which includes planning of lectures, examinations, assessment, scheduling of extra-curricular activities etc. The IQAC of College approves the Academic Calendar in their meetings and ensures that the quality of the teaching-learning process is maintained.

2. Relevance of CIE and its inclusion in Academic Calendar:

The institution has a Continuous Internal Evaluation (CIE) system at every stage to ensure that the Academic Calendar is adhered to by the stakeholders and the quality is maintained.

The institution follows an organized procedure for smooth conduct of examinations. Notices for generating question papers for internal and external examinations are issued to faculty, with emphasis on syllabus and weightage of marks, paper pattern, and instructions for submission. Notices are also issued to students, deterring the use of unfair means or any malpractice during examinations. These are circulated in every concerned class and displayed on the student notice

board. Examinations are monitored by faculty who are given supervision duty charts for every examination. Seating arrangement for examination is displayed on the student notice board with block and roll numbers. Examination attendance is taken and analysed, and a separate absent report prepared. Institution follows the practice of conducting additional examination for students who could not appear for examinations due to participation in NSS, NCC, Sports, or due to medical reasons. Timetable for additional examination is communicated to students beforehand. Re-internal examination is conducted for students who cannot appear for regular Internal examinations. The Institution uses an array of methods to assess students' performance in Internal examination. Projects, assignments, viva-voce, presentations, etc are used to test students' knowledge about the subject. Students of B. Com Semester I-IV are given projects for Foundation Course. Project topics are allotted by the faculty. Internal assessment marks are awarded to the students on their overall performance throughout the semester on the basis of their projects, regularity in attendance, participation in classroom discussion, etc. Institution follows University Guidelines for assessment of answer books, awarding grace marks and grades to the students. Semester-wise ATKT examinations are also conducted to improve students' performance. Faculty conduct remedial lectures for students appearing for ATKT examination, where mentoring for respective subjects is provided. Institution also follows a practice of conducting regular tutorial lectures. Practical components of subjects are focused in tutorial lectures where students are given

3. Implementation of Academic Calendar:

The institution ensures that the planning done through Academic Planner is implemented in the way it needs to be done. A report from the conveners of the activities is obtained.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Link for Additional information	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>Response: 91.67</p>											
<p>1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.</p> <p>Response: 11</p>											
File Description	Document										
Minutes of relevant Academic Council/ BOS meetings	View Document										
Institutional data in prescribed format	View Document										
Link for Additional information	View Document										
<p>1.2.2 Number of Add on /Certificate programs offered during the last five years</p> <p>Response: 9</p>											
<p>1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table>		2019-20	2018-19	2017-18	2016-17	2015-16	3	3	1	1	1
2019-20	2018-19	2017-18	2016-17	2015-16							
3	3	1	1	1							
File Description	Document										
List of Add on /Certificate programs	View Document										
Brochure or any other document relating to Add on /Certificate programs	View Document										
Link for Additional information	View Document										

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years**Response:** 1.49**1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
153	127	28	14	41

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment**1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum****Response:**

Institution through its curriculum, sensitizes students to be aware and proactive in Gender Equality, Environment Awareness, Human values, Sustainability and Professional Ethics. While teaching the prescribed syllabus, institution also arrange various activities to address the cross-cutting issues such as-

1. Professional Ethics

Professional ethics play a vital role in both career development and professional growth. These ethical principles are a product of education. In subjects like Business Communication, Commerce and Advertising, Business Ethics and Corporate Social Responsibility are introduced to students. Subjects like Financial & Accounting elaborates ethical behaviour for accountants. Various certificate courses help students to inculcate professional ethics. BFM students acquainted themselves with Business Ethics in subjects like Business Environment. BFM students participated in the exhibition on career opportunities in Financial markets. BSC IT students exhibited projects on ‘Artificial World’ in TECHN-O-WIZZ 1.0. BCBI students demonstrated model presentations in ‘Global Monetary Museum’. BCAF students participated in FINANSIERA to display models for WWF (Wellness, wellbeing & Finance). All Self finance departmental activities enhanced professional ethics among students with creativity.

2. Gender: In subjects like Foundation Course, Gender Sensitization is distinctively observed. To enrich gender sensitive approaches, activities like elocution, poster making & slogan writing, essay writing, talk show etc. are organised by WDC, ROTARACT Club, literary associations. DLLE and NSS volunteers perform street plays to spread awareness about Domestic Violence, girls' education etc. DLLE conducted a project on 'Status of Women Survey' to understand the issues related to women. ROTARACT Club organised Success Camp for girl students to develop confidence, determination, communication skills and leadership qualities. NSS volunteers also engaged in spreading awareness about gender disparity.

3. Human values

Subjects like Foundation Course I & II have taken special initiative to develop human values among students through its emphasis on values like tolerance, peace, communal harmony, dignity, equality etc. NSS and DLLE community programmes and residential camps give opportunities to students to experience empathy towards disadvantaged people. These activities also inculcate moral values such as self-discipline, kindness, tolerance, non-violence and develop civic sense and social responsibility.

4. Environment

Subjects like Environmental studies, Foundation Course and Commerce primarily provide understanding about the relationship between environment and human health, quality of life, concept of environment as a natural capital, interrelationship between business and environment etc. To initiate environmental consciousness and eco-friendly behaviour among students, tree plantation drives, beach cleaning programme, cleanliness drives etc. are organised by NSS, NCC, DLLE and ROTARACT Club.

5. Sustainability

Subjects like Environmental studies and Foundation Course play a crucial role in developing understanding about sustainable practices for development. To develop eco-friendly practices among students, paper bag making project, cloth bag distribution campaign, reuse of plastic bottles, e-waste collection campaign, making 'Green Ganesha' workshop conducted in the campus. NSS volunteers exhibited models on topics – Eco friendly village, Water Management and wind mill project in residential camp. BMS students actively participated in an exhibition of business models on the theme of 'Innovation and Sustainability'.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field

work/internship during last five years**Response:** 1.96**1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
8	8	8	6	6

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year**Response:** 11.36**1.3.3.1 Number of students undertaking project work/field work / internships**

Response: 556

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	View Document

1.4 Feedback System**1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni****Response:** B. Any 3 of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

- 1. Feedback collected, analysed and action taken and feedback available on website**
- 2. Feedback collected, analysed and action has been taken**
- 3. Feedback collected and analysed**
- 4. Feedback collected**
- 5. Feedback not collected**

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 92.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
1792	1766	1782	1815	1833

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1973	1958	1913	1925	1991

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 34.15

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

2019-20	2018-19	2017-18	2016-17	2015-16
248	216	341	458	402

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Method of Identification:

In order to assess the primary identification of learners as slow learners or advanced learners, basic level marks in Commerce subjects are taken into consideration. As soon as the process of admission is completed each teacher segregates the learners according to their marks in the previous semester. This data is also used for organising various activities for slow learners and advanced learners. Further, the faculty closely interacts with the students on various issues related to the syllabus and participation in extra- curricular activities.

The examination pattern is also explained to the students during the orientation programme. Various competitions like Maths Quiz, Commerce Quiz, puzzle solving competitions are organised to identify the learning level of the students.

Objectives

To enhance confidence among the students related to academic activities.

To improve learning ability of the slow learners

To improve performance in the internal and university examinations

To encourage the students for internships.

Activities for Slow Learner

During lectures, teachers interact with the students to assess the learners' level of understanding and if needed they are advised to attend remedial coaching and enrol for on-line courses. Soft Skills Enhancement Courses are promoted to students which enable students to enhance their employability.

Students identified as slow learners are provided remedial coaching and special guidance. The students counselling helps them to understand themselves by knowing more about their abilities, aptitudes, and limitations. The remedial lecture sessions involve interaction with the learner to understand the basic problem obstructing the learning process and hence study material, assignments, explanation of topics in simple words are provided as per the requirement of the student. The moral and academic support is the mantra of all teachers to especially promote the slow learners. Students with learning disabilities are allotted extra time during exams as permitted by University of Mumbai.

Bridge courses are conducted for students from foreign countries to provide them additional guidance for selected subjects.

Activities for Advanced Learners

The college arranges special coaching for students preparing for competitive examinations. Career guidance and placement cell functioning in the college help students to choose the right career by conducting various programmes like personality development seminar, a workshop on interview technique, campus selection, etc. Group Presentations are conducted, wherein the students are required to collect the data and analyse on the topics assigned from their syllabus so as to give them practical exposure.

Students are encouraged to take up summer courses and internships. The advanced learners are guided to access library resources including e-books.

Specific Outcome

Students identified as slow learners are provided remedial coaching and special guidance. As a result of this, many students have successfully passed the University Examination with good grades/marks. Organisation of workshops, seminars, book exhibitions, study tours widen their horizons and help their cognitive development. Students have been placed in reputed organisations like KEC International, Aditya Birla, Capital First, Kotak Mahindra Bank, IIFL, P3 Architectural Solutions, ICICI Prudential Life Insurance etc. due to efforts of Placement Cell.

File Description	Document
Upload any additional information	View Document
Past link for additional Information	View Document

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

Response: 92.34

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

The vision and mission statement of the college clearly states that college is committed towards developing and empowering students by providing excellent learning experiences. All the departments and faculty members are well aware about this and they adopt different strategies in varying degrees to aid traditional lecture-based learning with student centric approaches like experiential learning, participative learning and problem-solving methodologies.

Method of teaching:

Experiential Learning :

•Experiential learning is a form of learning wherein students learn by doing and it enables students to apply theoretical knowledge to real world problems.

•The college has an active Career Guidance & Placement Cell which provides Internships Opportunities to the students wherein students can intern with companies for a limited duration and gain practical insights about the corporate world.

•Department of BCBI and BMS organize Entrepreneurship Fair every year wherein groups of students exhibit and sell products. This activity gives real life experience about functional areas of business viz production, marketing, human resources, finance etc.

•Department of B.Sc (IT) teaches curriculum by conducting practicals for all the subjects in the IT Lab which makes students understand theoretical concepts by actually working on them.

•Department of BCAF, BMS and M. Com conducts practical for the subject of Research Methodology in the IT Lab wherein students are taught to make Google Forms, apply Statistical Techniques using Excel.

•The college has various committees like Cultural, Sports, Placements, Rotaract, NSS, NCC, DLLE, Literary Associations, Sort Club, Women Development Cell, SFD Activities, etc. which organize various competitions, sessions, workshops, community service activities etc.

•Experiential learning is facilitated as committees appoint student heads & volunteers for organizing committee activities. By handing committee activities, students learn to plan, act, monitor, evaluate and reflect and it also develops their interpersonal skills and leadership abilities

•The participants of the competitions or events organized by these committees get a chance to express themselves which helps in bringing out their talent and growing it to the best potential.

•TY students of Semester VI have to undertake a research or internship-based project under their respective guide.

Participative Learning

•The Industrial Visits are arranged every year to help students in understanding the business processes by actually seeing them.

•The Literary Associations of the College viz. Marathi, Gujarati, English & Hindi organize guest

lectures, competitions, and exhibitions in their respective language. This helps students in becoming literature lovers and enhance their own linguistic abilities.

·Also, Faculty members divide students into groups, assign them topics and the students are asked to give PowerPoint presentations.

Problem-Solving Method

·To employ problem solving methodologies, faculty members adopt case study method in teaching wherein students are given hypothetical situations and asked to come up with solutions.

·FY students are given Projects in the subject of Foundation Course.

·Tutorials are conducted for FY B.Com students for Mathematics and Business Communication to help them in solving additional problems for practice.

·Students are encouraged to present research papers in conferences which gives them the hands-on experience of researching a problem.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

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

Response:

- The college is providing numerous ICT tools to facilitate technology-based learning.
 - . Internet facility is available in the entire campus. The campus is Wi-fi enabled.
- Each classroom is equipped with whiteboards.
- The college has provided a separate Laptop/Projector to every department. Teachers also use laptops and projectors. Teachers use PowerPoint presentations and videos to enhance the teaching learning process.
- Desktops and Printers are also installed in the staffroom.
- The College has a Computer Lab where practical sessions are conducted for different subjects.
- A Scanner and Photocopying machine is also available in house.
- All of these are connected with internal LAN and the Internet is accessible on all the computers and

laptops.

·The college also has a Bloomberg Lab with 11 Bloomberg Terminals. It helps students and teachers to understand practical concepts of Capital and Commodities Market which is widely used by faculty members to support theoretical teaching.

·The college has a centrally air-conditioned library which houses more than 52,000 books, 50 journals and periodicals and an N-List database of more than 31 Lakh E-books and 6000 E-Journals. It provides OPAC (Open Public Access Catalogue) facility for online searching and reservation of books. Information pertaining to e-resources available at the library is displayed on the college website.

·For BMM students, the College has a studio for shooting (With Control Room & Post Production Software), sound innovation lab and colour grading lab.

·All the staff members are well familiar with all the latest ICT tools and e-resources available in the library.

·To test the knowledge of the students, many teachers conduct quiz by making use of Google Forms.

·Teachers make use of the Internet in the classroom to show practical examples related to the subject. Portals like money control, stock exchange websites are also shown to the students to make them aware about the financial market and make them download annual reports of companies. Subject teachers of Research Methodology also take practical sessions to explain to the students about Google Forms Creation and Data Analysis Techniques using Excel. Teachers also showcase banking and insurance company's websites to make the students aware about various financial products. For B.Sc (IT) students, teachers conduct practical sessions in the IT Lab.

·Some staff members have created their own Youtube channel and uploaded short videos on it.

·The Institution has an e-learning reservoir- a well-equipped library. Gold Academy is established by the Institution, is one of the e-learning platforms where online tests are conducted and e-content is provided for the benefit of students. Some of the teachers have recorded video lectures with the Gold Academy covering the entire curriculum.

·The study material is uploaded on the college website and shared in Whatsapp groups for the benefit of the students.

·Currently, after the outbreak of Covid 19, all the teachers have been conducting lectures by making use of video conferencing apps like Zoom and Google Meet. All the staff members have an official G Suite account which is used to store and share information.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

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

Response: 92:1

2.3.3.1 Number of mentors

Response: 53

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

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

Response: 20.82

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

2019-20	2018-19	2017-18	2016-17	2015-16
12	12	10	10	9

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 7.77

2.4.3.1 Total experience of full-time teachers

Response: 412

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

Evaluation is an integral part of teaching – learning process. With regular interactions of IQAC and Heads of Department, the Examination Committee plans and introduces reforms in the evaluation system.

The college adheres to the norms prescribed by the University of Mumbai and these norms are communicated to the students through college prospectus at the time of admission of First Year of their academic program.

The semester pattern for UG, introduced by the University in 2012-13 is followed. Internal Assessment has been gradually phased out from conventional degree courses from 2015-16.

As per the guidelines of Mumbai University the college conducts Semester End Exam of each subject

carrying 100 marks, except the Foundation Course, which is 75:25 pattern.

The pattern 75:25 is also applied to BCAF, BMS, BCBI, BSc IT and BFM. The pattern 60:40 is applied for M.Com Course.

At the college level, an examination committee, consisting of a senior teacher as convener and other teaching and non-teaching staff as members is constituted to handle the issues regarding evaluation process.

The committee prepares a calendar to conduct exams in an academic year so as to avoid any clash of dates of examination either with the University exams or any other courses. Time-Table for which is prepared well in advance and communicated to the students earlier.

Seating Arrangement is followed for internal tests as well as Semester End Exams which is displayed on the notice board along with the time-table.

An evaluation of answer scripts is done within stipulated period and as per norms of Mumbai University.

Complete transparency is maintained to assess the answer scripts of Internal tests and Semester End Examinations.

The teachers individually carry out internal evaluation of the students through tests, quizzes, ppt, etc. The schedule of tests, quizzes, ppt, etc. is notified and displayed on the college notice board well in advance.

To inculcate critical thinking among students, various group discussions, debates are organized.

Apart from the usual pattern of evaluation, the college promotes extra-curricular activities such as Sports, NCC, NSS, DLLE, Rotaract, etc. Evaluation through all these approaches give a lot of information about students' achievements.

Tutorials in the subjects- Mathematics and Statistics, Business Communication help in understanding special efforts to orient students individually.

Institute also carries out various career development courses like:

- Skill Development vocational training institute of India- Certified courses
- E-Taxation- Direct Tax
- E- Taxation- GST
- TATA institute of Social Sciences-TISS - NUSSD programs

- **Diploma in finance and banking**
- **Certified course in soft skill and personality development**
- **CASI Global**
- **ACCA**
- **Bombay Stock Exchange Institute**
- **SSB Institute - preparatory course for Banks and Government Exams**
- **Bloomberg- Bloomberg market concepts**

Thus, the regular evaluation of the students through various modes, make them confident and well-planned to appear for the university exams.

Remedial lectures, tests, etc. have created genuine interest for academics among the students, which have further helped in evaluating the students periodically.

An evaluation system in the institution is decentralized in order to make it more transparent and objective.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

All mechanisms to deal with grievances related with examination are transparent, time-bound and effective.

The helpful nature of the exam in-charge and cordial behavior of the members of the exam committee and all teachers have helped in reducing stress and anxiety among the students.

Thus, the chance to have any grievances related to examination is negligible.

Mentor-Mentee scheme also helps to discuss freely any queries related to attendance, the syllabus and examinations.

All exam related grievances are addressed to the committee, where the principal is the chairperson, who takes immediate measures to resolve grievances and is always ready with an accurate plan of action.

However, internal supervisors and internal flying squad are deputed for smooth conduction of the exams.

If any grievances occur, the students need to apply to the exam committee.

The grievances have been mutually resolved at the primary level between teacher concerned and student.

The institution has Grievance Redressal Mechanism at two levels, i.e. examination committee and the principal.

A student needs to approach the examination committee, and only if grievance is not addressed, then he can approach the principal.

There is zero tolerance policy for the malpractices carried out by the students.

The guidelines of the Mumbai University are followed to punish the students involved in malpractices during exams.

CCTV cameras monitor the examination process so that the cases of malpractices are remote.

The faculty also addresses genuine grievances of the students related to the marks in the internal examination.

An additional examination is conducted for students who have not attended the internal examinations and semester-end examinations due to unavoidable reasons, permissible by Mumbai University.

The teacher in-charge of the division distributes marksheets, on specified date and time.

It ensures transparency and reliability of internal assessment.

The student can also address their grievance concerning continuous internal evaluation marks, if any, through the procedure of re-evaluation of answer scripts, as per the guidelines of Mumbai University.

External examiners are appointed to re-evaluate the answer scripts.

The report of re-evaluation of answer scripts is displayed on the notice board as well as informed to the students concerned.

“Fairness in internal evaluation” is a criterion followed to develop confidence among the students.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

The PSOs and COs or the objectives of the university programmes and courses are stated in the syllabi which are available on the university website. The respective links of the respective syllabi with PSOs and COs are made available on the website of the college. The COs or objectives of the self-designed courses are stated in their brochures or prospectus which are displayed also on the college website. POs, PSOs and COs are communicated to stakeholders directly by stating the outcomes and also by guiding the students towards achievement of the outcome.

Communication of PSOs and Cos to teachers:

1. College is affiliated to the University of Mumbai and follows the syllabus prescribed by the University. Majority of the syllabi prescribed by the University consists of POs, Course objectives of the subject or preamble which specifies the need for the course and also the expected outcome. If in the syllabus the outcomes or objectives are not stated then individual departments have specified it. These syllabi are available at the university website, college library and with all the departments for the teachers and students.
2. The prospectus specifies learning objectives of newly introduced programmes.
3. College makes sure that the faculties attend Syllabus Revision Workshop organized by University & other colleges.
4. Faculty members who are involved in syllabus framing are themselves instrumental in formulating PSOs and Cos at the University level.

These actions provide insights or proper perspective to the teachers with regard to the scope of the newly introduced courses and their outcomes.

Communication of PSOs and Cos to students:

After the commencement of teaching work, the syllabus with its outcomes is discussed thoroughly well in the classes.

1. Learning outcomes is incorporated and also forms an essential part of college vision and mission statement.

2. College has uploaded Program Outcomes (PO), Program specific Outcomes (PSOs) and Course Outcomes (Cos) on the college website. The POs, PSOs and COs are prepared using Bloom's Taxonomy.

Informal dissemination of POs, PSOs and COs

- 1. Guidance lectures are organized for Third year students as per their course specialization, Expert Talks are organized for all the students for developing knowledge, skills and an insight of the projected outcome.**
- 2. POs, PSOs and COs, are communicated directly and indirectly by organizing activities like,**
 - Entrepreneurial Fair for Second year students of Banking and Insurance and Management Studies as they have this subject in their syllabus, for gaining practical knowledge of the subject.**
 - Industrial Visits which help the students to become aware of the market functioning and skills required for employability.**
 - Departmental Activities where students are motivated to appreciate and achieve the programme outcome by experiential learning.**

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Upload any additional information	View Document
Past link for Additional information	View Document

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

Response:

Evaluation of attainment of POs, PSOs, and COs

The college evaluates the attainment of program outcomes, program specific outcomes and course outcomes by conventional as well as non-conventional means. The College follows examination and evaluation patterns prescribed by the University of Mumbai.

Performance of the learners in semester end examination is considered as an important indicator of attainment of projected outcomes. Evaluation process involves a combination of techniques specified by Board of Studies and enhanced by the College based on PSOs and Cos:

1. In the direct system, the results of the university examinations are analysed course wise by the departments and then reported to vice principals and the principal. This also includes taking into account the rank holders at university level. In this analysis comparison is done with the last year result to identify the improvement in the students' performance.

2. In the Addition to the above, Under internal assessment, the institution conducts activities like assignment, research/ survey based projects, class tests, group presentations. This evaluation process helps in testing the subject knowledge, analytical skill, critical thinking, problem solving, and application of knowledge, presentation and communication skills of the students.

3. Attainment of programme outcomes, programme specific outcomes and course outcomes are also measured through non-academic performance of the students by following tools:

- 1. Participation and Paper presentation in research competitions.**
- 2. Participation and performance in competitions like elocution, debate, quiz, story telling, etc.**
- 3. Achievements in intra-collegiate and inter-collegiate competitions**
- 4. Performance in Add on courses**
- 5. Presentation in the Departmental Activities.**
- 6. Performance in the Entrepreneurial Fair**
- 7. Involvement in the literary /cultural programmes.**
- 8. Performance in project presentation.**

Level of attainment of POs, PSOs, and Cos:

- The College has maintained a fair success record of students at third year university examination since inception. The average pass percentage for the last five years is 85.7%.**
- As per the latest analysis of a student's satisfaction survey conducted by college which is filled by students, 85.02% of learners rate the teaching process in the College to be excellent or very good and good. As per Student Satisfaction Index analysis, 78.7 % of students reported that material provided by teachers helped them in improvement in their academic score. 81 % of the learners reported that college has provided them excellent fair opportunities towards training and placements. Which helped them to improve communication skills and research skills respectively to be good to excellent during their tenure in the institute.**
- In the Last five Years, average ____ of students progressed to higher studies and 21.4% students benefited from guidance for competitive examinations and career counselling offered by the Institution. Students have been provided with ample opportunities for placements in spite of having the majority of first generation college learners.**

File Description	Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 88.26

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

2019-20	2018-19	2017-18	2016-17	2015-16
1629	1389	1424	1385	1186

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

2019-20	2018-19	2017-18	2016-17	2015-16
1660	1556	1637	1625	1452

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.5

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	View Document

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0.30	0	0	0

File Description

Document

List of endowments / projects with details of grants

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 5.66

3.1.2.1 Number of teachers recognized as research guides

Response: 3

File Description

Document

Institutional data in prescribed format

[View Document](#)

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 1.43

3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	0	0	0

3.1.3.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
14	14	14	14	14

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Paste link to funding agency website	View Document

3.2 Innovation Ecosystem

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

Response:

The Entrepreneurship Cell of the college has enabled students to meet and interact with several institutes and agencies which are engaged in imparting knowledge, skills and formal procedures of setting up startups. These interactions have not only enhanced the knowledge of students but also motivated them to step into the world of entrepreneurship.

The college has collaborated with Navyuvak Entrepreneurs Private Limited (NEPL), an organization which creates and develops India's Entrepreneurial Education Ecosystem. In this connection several talks by thought provoking entrepreneurs have been conducted.

The College also hosted an online session on "Being An Out-of-the-Box Achiever" Series hosted by Forum of Free Enterprise and powered by 24 Frames. Out-of-the-Box Achievers are young passionate leaders under 50, who have embraced a cause and converted it into an activity that is helping them, and communities as well as markets. Experiences were shared by Mr. Navin Kale and Mr. Ashay Mahajan, two dynamic and versatile youngsters who have conceived "Swayam Talks", a platform where interesting journeys of people, their failure and success stories and their ideas are shared.

The college goes one step ahead to give on-field experience to students by conducting Industrial visits to factories and corporates which help them to learn the impact of technology in the production

sector, also how important delegation of management is in major corporate sectors.

Industrial visits were conducted to places such as Amul factory (Virar, Thane), Go Cheese , Henkel Adhesive Technologies Pvt. India Ltd (Koparkhairne, Navi Mumbai), Verka Milk Plant (Chandigarh), I-Medita industry (Pune), Bombay Stock Exchange (BSE) and Barclay's Bank (Mumbai).

In order to encourage the development of entrepreneurial skills the college holds Entrepreneurial Fairs where the students put up stalls based on innovative ideas which showcase the students' creativity in the form of handmade products and unique games.

Another endeavor is the Departmental activities which are conducted every year with the objective of bridging the gap between theory and practice. It not only enhances soft skills and presentation skills but also helps in building conceptual, technical and human skills which are necessary for making students industry-ready.

The Career Guidance Cell of the College has been playing a pivotal role in empowering students to meet industry challenges and attracting prospective employers for campus recruitment programs. The Cell also endeavors to sharpen employability skills of the students by conducting various counseling sessions, seminars, workshops, aptitude tests and mock interviews etc.

The college aims to educate the students and teachers on life skills hence various relevant workshops and trainings are conducted to fulfill such objectives.

The Hindi, Marathi, Gujrati and English Literature Committees of the college always strive to develop appreciation for regional languages and literature by conducting enriching talks by guest speakers. Poems, debate & discussions, folk songs and folk dances are part of the activities. The idea is to impart knowledge to the students and at the same time to keep them rooted to their language and culture.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 0

3.2.2.1 Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years	
Response: 2.33	
3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years	
Response: 7	
3.3.1.2 Number of teachers recognized as guides during the last five years	
Response: 3	
File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document
URL to the research page on HEI website	View Document

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years				
Response: 0				
3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.				
2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

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

Response: 1.04

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

2019-20	2018-19	2017-18	2016-17	2015-16
9	19	11	8	6

File Description	Document
List books and chapters edited volumes/ books published	View Document
Any additional information	View Document

3.4 Extension Activities

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

Response:

Extension projects aim to instil a ‘Sense of Community’ to connect with others and share a sense of belonging through various activities.

Extension activities are carried out in the neighborhood to sensitize students on Human values, Ethics, Gender Equality, Environmental Awareness, Sustainability, Patriotism, Social Commitment and Communal harmony. Members are actively involved in various community level activities to enhance holistic development and enable them to contribute to social transformation. This helps them in becoming responsible in their academic as well as in personal lives.

Gender Sensitization is distinctively emphasized in the extension activities. To inculcate gender sensitive approaches, extension volunteers perform street plays to spread awareness about female foeticide, girl's education, gender equality etc. in the adopted community area

DLLE undertook a project on Survey on status of Women in our Society to create awareness among girl students of their rights and to sensitize boys on problems of women which leads to lessening of gender bias and patriarchal prejudices.

ROTARACT Club organised Success Camp for girl students to develop confidence, communication skills and leadership qualities.

To initiate environmental consciousness, tree plantation drives, beach cleaning programme, SwachhPowai Lake Campaign, cleanliness drives etc. organised by NSS, NCC, DLLE and ROTARACT Club. To develop eco-friendly practices among students, a paper bag making project, cloth bag distribution campaign, reuse of plastic bottles, e-waste collection campaign, making 'Green Ganesha' workshop was conducted in the campus.

NSS volunteers organize annual Residential camp of 7 days in Rural village which is adopted under the theme "Swachhta-Abhiyan"

NSS unit also organises "Blood Donation Drive" every year to strengthen the sense of empathy and compassion among donors and also instil in them a sense of commitment and ethical responsibility.

Rotaract club conducted a Community Health Project "Oculus". i.e., Free eye check-up Camp covers an array of regular eye issues that affect the students.

DLLE volunteers help NGOS to distribute food to cancer patients at Wadia hospital with the Motto "Serving mankind is the best service". They also visited tribal areas and interacted with tribal women to spread awareness on menstrual hygiene.

Members of Extension activities collected relief aid for the victims of natural disasters as a community service.

DLLE, NSS and NCC students celebrate Independence Day. They also pick up National Flags thrown carelessly on the streets. This activity develops patriotism and respect for the National flag among them.

Members of extension activities organized a rally on ‘tribute to our soldiers who were martyred during the Pulwama attack. Rallies were also organised for AIDS awareness, Road safety, Voters Awareness, etc.

Volunteers of Extension activities have taken special initiatives to develop human values among students. Community programmes were conducted to experience empathy towards disadvantaged people. These activities also inculcate values such as self-discipline, empathy, tolerance, non-violence etc. The visit to an old age home, celebration of Literacy Day with street children, a visit to mentally challenged children, visit to BMC schools to conduct classes , were also organised to sensitize the students on community responsibility towards these vulnerable groups.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC,

Government and Government recognised bodies during the last five years**Response:** 57**3.4.3.1 Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
16	14	10	10	7

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**Response:** 6.63**3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
307	507	318	271	221

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration**3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year**

Response: 0**3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**Response: 14****3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
5	6	1	2	0

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The College has an expansive campus of 5180 sq. meter of which 483.34 sq meter is used for building & infrastructure. State of the art infrastructure has been built to provide an effective teaching-learning environment.

Academic Facilities:

Departments

Departments are equipped with computers in LAN, loaded with required software, printer, internet. Every year the time-table committee prepares a timetable for the academic year taking into account the optimum utility of resources available. There are 26 spacious, well-ventilated, naturally / adequately lit classrooms equipped with dais, public address system, white board, and WIFI facility. Every floor is equipped with a fire extinguisher.

Research Centre

Dedicated Research Center for staff equipped with required materials, computer with internet facility and printer.

Assembly Hall

A multipurpose assembly hall of 435.34 square meters used for extracurricular activities, guest lectures, workshop, faculty development program etc.

Library

Library caters to the students, teachers, administrative staff, alumni.

•Total area of the library is 158.93 square meters divided into Open access, Reading area, Internet section, administration area and staff reading room.

•Collection of 51686 books, 191 CDs, 189 journals and 332 magazines and others

•10 computers with internet connectivity

•Scanner and printer facility

•Barcode reader

•INFLIBNET Database subscription**•Free Internet facility**

- Free Internet facility

Computers and Other Equipments

IT facilities comprises 05 laptops, 210 computers loaded with licensed application / customized software's, Quick Heal Antivirus. All systems are connected to 32 Mbps broadband internet through LAN connections. The campus is under the surveillance of 91 CCTV installed at strategic locations such as Main gate, office – counter, DEPD section, all classrooms, IT Lab, Library.

The number of computers available for students is 175. However, the lab timetable is so prepared as to ensure optimum usage of the computer lab leading to students- computer ratio 1:1.

BLOOMBERG LAB

Ghanshyamdas Saraf College is the first and the only undergraduate college in University of Mumbai to introduce Bloomberg Terminals to its students.

Bloomberg is a leading technology company established in 1981 providing financial solutions that are needed for the 21st century.

Additional Infrastructure facilities:

Administrative facilities	Other facilities
Offices for: •Principal Room •Vice principal •Sr. Vice Principal Room •Administration •Research Centre •Meeting Room •Office Superintendent Room	•Teaching Staff Room •Co-ordinator – Self Finance •Meeting Room for teaching staff •Pantry Room
Special Rooms for: •Exam control room •NAAC Room	

. Bloomberg Lab

The college has a Safe Drinking Water Facility with 04 water coolers and water purifiers for students and for the staff members.

- Sanitary Arrangements for Men Students – Units Location: every alternate floor
- Sanitary Arrangements for Women Students – Units Location: every alternate floor
- Sanitary Arrangements for Teaching Staff – Units Location: 1st Floor

Hostel Facility

Our parent body 'Rajasthani Sammelan Education Trust (RSET)' has a Girls' hostel and a Boys' hostel. International students seeking admission in our college also avail the facility of the hostel for accommodation purposes. The hostel has centralized Air-conditioning, CCTV surveillance, tightened security and Canteen facility for the residents of the hostel.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

The College has initiated major enhancements to strengthen sports facilities. A state of the art outdoor game facilities have been installed on the campus which include facilities for :

- Basketball
- Throw ball & Volleyball
- Play area for box cricket and badminton
- Sports equipments like badminton rackets, shot-puts, javelin and discus
- Indoor game facilities are provided in Gymkhana. This include facilities for :
- Table Tennis (02 tables)
- Carrom (04 boards)

•Chess (05 boards)

Sports events and training

The Intercollegiate Carrom tournament was conducted on 6th January, 2020 in the Durgadevi Saraf Auditorium in which 86 students from 31 colleges participated. Colleges from the vicinity of Bhandup and Belapur and various other locations were part of the event. Annual Athletic meet takes place every year in the month of December where all the Students actively participate in events such as 100 meters , 200 meters ,400 meters , shot put , Javelin throw etc are held . A Cricket match between the Alumni Association and teachers was conducted on 25th January, 2020 in the Pravinchandra D Shah Sports Academy grounds of the college. 12 teachers and 12 Alumni actively participated and enthusiastically played .This was the first cricket match between alumni and teachers.

Facilities for cultural activities / Extracurricular activities

- Open-air Ground (1200 capacity) – College Annual Day is held.
- . Durgadevi Saraf Auditorium- air conditioned
- Ground floor foyer used for exhibitions, sales, event promotions
- Sound system, cordless/Collar/Karaoke mikes, digital camera and Handy cam

Miscellaneous facilities

- NCC Room
- Canteen

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 3.03

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 1

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 41.53

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
101	101	263.58	251.02	228.20

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

- **Name of the ILMS software: KOHA**
- **Nature of Automation : Library is Fully Automated**
- **Version : 16.11.16.000**

Library has a book collection of 51,686 books Plus 31,35000+ E-books (as on 30.09.2020), and for proper organization of the library material, the library has purchased software, 'KOHA' Library Software which is a cloud hosting on Microsoft azure. Software is upgraded time to time against the regular Annual Maintenance Contract. Three terminals are reserved for Users to search information of availability and issue of Books. Web based Library Software with WebOPAC, Email & SMS Alert

etc. (Online Public Access Catalogue-OPAC) and Single Window Where Complete Information about the Users Along With Circulation Status, Fine Status, Contact Details, Reading & circulation History etc. Various types of reports can be generated with the use of above mentioned software which is useful for various committees and inspections from time to time. Book database is created along with the user's database. Issue return process is fully automated and manual cards are kept as supporting documents for students and faculty.

Bar-coding used: Yes

Features:

- Circulation is automated with a barcode system.
- Each book and user's borrower card is bar coded.
- Statistical reports can generate easily.
- Customization in formats is possible.
- Web OPAC is active
- Easy search for book and its accompanied material like CD/DVD

Software in use:

- Cataloguing of books, periodicals, non-book material, project reports and proceedings is done.
- Circulation of books and other resources
- Periodicals details are entered
- Cataloguing of Non-book material is done. There are two categories of CD/DVD free with resources like books and specially purchased.

Additional Equipment:

1. Barcode scanners - 3
2. Printer to generate Bar code - 1
3. Photocopier (Canon) with scanner
4. Computers for users - 7

5. Computers for staff - 7**6. Computers with Earphones and Mike and CD/DVD players – 4**

Details are as follows:

A. Y.	KOHA Version	Agency
2015-2016	16.11.16.000	In-house ERP
2016-2017	16.11.16.000	In-house ERP
2017-2018	16.11.16.000	In-house ERP
2018-2019	16.11.16.000	First Ray
2019-2020	16.11.16.000	First Ray

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: B. Any 3 of the above

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

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

Response: 3.96

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0.62	6.55	3.35	6.89	2.40

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 1.98

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

Response: 98

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

About onsite IT infrastructure,

GSCC continues to strive towards maintaining a sustainable ICT enabled environment and serve to provide the resourceful means of infrastructure for the benefit of the student community and their academic and research activities to realize the potential it holds.

In the year 2018, 12 CCTV cameras were installed on campus along with an LED TV installed in the Principal's cabin.

GSCC Library maintenance information..

- In the year 2019, 1 barcode scanner was purchased in addition to 2 barcode scanners to make the inventory process fast and accurate.

Examination Room ICT details:.

- In 2019, a dedicated D-link DES -1005C switch was installed in the examination room.

Faculty attendance:

- In 2019 a face reading biometric machine was also installed.

Computer laboratory details:The College has three state of the art Computer Labs. All the computers are provided with the latest updated software and hardware. They are also equipped with teaching aids such as LCD Projectors and LED televisions.

1st floor Bloomberg lab:.The Bloomberg lab was set up in the year 2017 having 1 LED Television and 11 terminals with the latter having the following configuration:

Processor: Core I3 6100.3.70GHZ

RAM:8GB

HardDisk:1TB

Operating Systems: Windows 10

Antivirus: Kaspersky

6th floor cyberzone laboratory:

In the year 2017, the RAM capacity was upgraded from 2GB to 4GB. Currently the lab facilities include the following:

Number of Computers:41

Processor: Core I3

RAM:4GB

HardDisk:160GB to 1TB

Operating Systems: Windows 10

Antivirus: Kaspersky

In the year 2016, 10 new LED monitors were purchased.

In the year 2018, 10 Raspberry Pi Iot starter kits were purchased for T.Y.B.Sc.I.T. students.

4th floor DSIMS computer laboratory:

Number of Computers:120

Processor: Core I3

RAM:2GB

HardDisk:250GB

Operating Systems: Windows 7/10

Antivirus: Kaspersky

Last 5 years major changes/upgradation of Internet Bandwidth:

YEAR	MAJOR CHANGES ON IT SETUP
2016	We upgraded internet bandwidth up to 8 Mbps. We enabled file and folder quota management to prevent unwanted data getting stored on the servers.
2017	We upgraded internet bandwidth up to 16 Mbps. We set up a CCTV server through which we can monitor all the areas of college.
2018	We upgraded internet bandwidth up to 32 Mbps. We procured a new firewall i.e. sonicwall for internet access security purposes.
2019	We upgraded internet bandwidth up to 64 Mbps. We set up a thin client server on which many of our staff can work through remote desktop connection. We started using the Gmail, G suite platform as the primary medium for email communication.
2020	We upgraded internet bandwidth up to 100 Mbps. We made koha library software web based so all the students and staff can access it over the internet. We started using google classroom and google meet for online teaching purposes. We shifted our premise ERP system to a cloud

	computing platform for better performance.
File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 26.45

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 5.03

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
26.90	18.58	17.53	21.44	30.15

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The institute has a definite and systematic mechanism for maintenance and upkeep of such above facilities. Some of them are maintained by an Annual Maintenance Contract (AMC) given to concerned agencies, some are maintained by external agencies on demand as per the need. A Separate IT Department has been established for regular maintenance of IT infrastructure in the campus.

There is a separate mechanism where complaints regarding repairs and maintenance of various facilities in the campus are registered online by the staff members through a separate portal. This is a MIS Based System. These complaints are attended by concerned technical persons on a regular basis..

Facility in the campus	Type	Frequency of maintenance
IT Facilities	AMC	On Call
Water Purifiers	PO/AMC	On-Call
Lift	PO/AMC	On-Call
CCTV Camera/ Biometric Machines	AMC	Daily
House Keeping	AMC	Daily
A C	PO/AMC	On-Call
Pest Control	Vendor	Weekly
Fire Extinguisher	PO/AMC	yearly
Security	Contract	Everyday
Library (Koha Software)	AMC	On Call
Sports Equipment	Service mechanic of the Institution	On Call
Invertors	PO/AMC	On Call

IT Facilities

- The onsite IT team members take all necessary precautionary measures on a regular basis, to

maintain the technical performance of all these computers.

- **We have a centralized and managed antivirus system and all these computers are being scanned on a daily basis, to protect the network from unknown internet threats and viruses.**

Maintenance of infrastructure (House Keeping/ Lift/ fire Extinguisher/ Water purifier/ AC/ Electrical Appliances)

For Maintaining and utilising these facilities the contract and AMC's has been entered with different agencies . They provide services whenever required and on periodical basis. A technical team is appointed for taking care of infrastructure of the institute which takes care of all requirements and does the needful.

Maintenance of Sports infrastructure

For the repair and maintenance of Sports Equipment, we have an on-campus institutional service mechanic who is available on-call. We also undertake disposal and replacement of equipment which is no longer fit for use, on an annual basis. The faculties of the Sports committee, regularly monitor the use of gymnasium, to ensure proper utilization and maintenance of equipment. A stock register is maintained for all sports equipment.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 0.79

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	67	82	46

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 0

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template)	View Document

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

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

Response: C. 2 of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 2.9

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

2019-20	2018-19	2017-18	2016-17	2015-16
95	140	280	140	58

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

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

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

Response: B. 3 of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 1.01

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
20	35	11	7	9

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 92.6

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

Response: 1539

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 20

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	1	0	0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	1	0	0

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document

5.3 Student Participation and Activities**5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural**

activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 19

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	3	3	2	4

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document
e-copies of award letters and certificates	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

The Motto of College is "Vidya Vinayaen Shobhate".

The Students' Council of our college is an umbrella body for all student activities. Students' council is constituted as per the directives received from the Director, Student development Committee, University of Mumbai every year. Election for the post of 'General Secretary' (GS) is carried out as per the procedure prescribed by the University of Mumbai. The details of the elected GS are sent to the University within the prescribed date.

In addition to students' council an excellent representation is given by students in the co-curricular and extracurricular activities of the college and partial representation is also made at the administration level.

Apart from them, other active students are also involved in the various committees of the college depending upon their liking and expertise. These students regularly interact with the teacher incharges of that committee and help them in conducting the activities smoothly.

Administrative Level Participation –

Students are also actively involved in the statutory committees like CDC, IQAC, Grievance Redressal Committee etc. They are also part of prospectus making committee and voluntarily participate in the admission work of the college. Basically, these are student representatives of NSS, NCC, Roctract club and DLLE.

Co-curricular and Extracurricular Activity Participation—

Students of NSS, NCC, DLLE, Roctract club are involved in conducting various activities which help in sensitising other students about Social Consciousness. NSS unit of our college organises camps every year. Simultaneously, NCC unit also organises various activities on social issues. Roctract club and DLLE Representatives actively work toward social events to be conducted in the campus and outside the campus. The college has also conducted various activities in collaboration with local NGOs and self-help groups (SHGs) in which contribution is made by existing students as well as alumni's.

1. Sports Committee: The Sports Committee shows leadership in organizing various sports activities on and off campus; coordinates and promotes participation of students in inter-college sports festivals; plans and organizes inter-college sports activities; ensure facilities and equipment are safe, clean, and in good, usable condition at all times. The Student Representatives play an important role in conducting various events on our sports day.

2. Cultural Committee: The Student Representatives of Cultural Committee actively coordinates and participates in several prominent competitions and events.

'MAUJ', the two-day annual inter collegiate festival of the College is organized and conducted by students. More than 1,000 students from various colleges in and around Mumbai participate in this cultural festival. The entire process from deciding the theme, promoting and execution of the events are done by the students in consultation with the teachers.

3. Career Guidance and Placement Cell: The Placement Cell of Ghanshyamdas Saraf College has been playing a pivotal role in empowering students to meet industry challenges and attracting prospective employers for campus recruitment program. Students Representatives actively Work in this Committee to organise Career Guidance Sessions, Mock Interviews etc. Students also play a major role in conducting the "JOB Fair" in our college.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 14.2

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
18	10	6	21	16

File Description	Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	View Document

5.4 Alumni Engagement

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

Response:

There is no registered Alumni Association during the period though there is an informal Alumni Association of the students. The process of registration of the formal association is in progress. The meeting of representatives of all informal groups was held and the formation was initiated. The Association meets periodically to discuss the ways and means to improve the academic environment of the College, as well as to exchange views on the employment opportunities and scope for higher education. Some of the Alumni are elected as public representatives; they help us to sort out local issues. They also participate in the governance of the college development committee. Feed-back of alumni is valuable.

LIST OF ALUMNI ENGAGEMENTS:-

- An Audio Visual session on Invest to Create Wealth was organized by Ms. Krutika. This was

organised by Alumnus Monika Bubna.

- Alumni student Advocate Usha S. Agarwal, took the initiative to co-ordinate the Job Fair for the year 2018-19 & 2019-20.
- Ms.Sneha Zagade was the Corporator of Malad,Mumbai Area.She has helped the institution in sorting out many local issues.
- A free EYE CHECK-UP Camp and Anemia Check-up Camp was organised for the teachers and students of the college by the Alumni students with the Rotaract Club Committee.
- On 21st June 2018, on the Occasion of International Yoga Day, Alumni students helped the current students in organizing the event.
- Alumni student i.e. Sanjay Jhavar organized a CLEAN-A-THON themed Poster making competition in college on 26th August, 2019.
- On 8th September, 2019 a Beach cleaning drive was organised by our Alumni Association members along with the college Rotaract Club members.
- The Cricket match between Alumni and Teachers was conducted on 25th January, 2020. 12 teachers and 12 Alumni actively participated.

CO- CURRICULAR ACTIVITIES:

- In 2016-2017, two Alumni students Mr. Harish Paralkar and Mr. Nandkumar Panhalkar. took the lead role to coach the Kabbadi Boys team and be referees for the intercollegiate Kho-Kho and Kabaddi. Matches
- Our Alumni students Nandkumar Panhalkar, Santosh Pal and Ankit Mishra were officiated as referees in the Intra-Collegiate Kho-Kho and Kabbaddi matches held on 18th November, 2019.

SPONSORSHIPS:

- A Rotating trophy was sponsored by Alumnus Mr. Kiran Gami, for the Cricket match between Alumni and Teachers.

CAREER GUIDANCE & PLACEMENTS:

- Ms. Radhika Thokal - Helped in organising Interviews by Angel Broking.
- Alumni Ms. Vaibhavi Baria - helped in organizing Campus Placements by Tech Mahindra Business Services.

- **Alumni - Ms. Monika Bubna - She helped in organising Sessions by Lotusknowlwealth Pvt. Ltd. The Session on Mutual Funds/ Session on Invest to Create Wealth. on 29th September, 2018 .**
- **Alumni - Ms. Radhika Thokal - Helped in organising Internship Interviews by IIFL.**
- **Alumni - Ms. Shweta Rao - Helped in organizing Internship Interviews by Kotak Mahindra Bank..**
- **Alumni Ms. Vishakha Chomal - Helped in organising off campus interviews by Phillip Capital in the month of July 2018.**
- **Alumni Ms. Radhika Thokal - Helped in organising a workshop by IIFL.**
- **Alumni - Ms. Shweta Rao - - Helped in organising Internship Interviews by Kotak Mahindra Bank.**

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

File Description	Document
Upload any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

Institutional Governance Mechanism and Policies

GhanshyamdasSaraf College is a Hindi minority institution run by Rajasthani Sammelan Education Trust. It has pioneered in providing educational opportunities to various sections of society, and promoting social and educational activities.

Governance

The Governing body formulates policies in line with stated vision and mission of the college which percolates in the organizational hierarchy.

The institution headed by Principal, team consisting of Vice-Principal and Head of Departments handles the day to day functions of the college.

The Principal with his team allocates various committees to teachers. The teachers assigned to the respective committees along with student members discuss and arrive at a decision about the activities to be conducted during the Academic year and implement the decisions accordingly.

The College Development Committee (CDC) as the apex body, demonstrates authoritative power and formulates policies and is often assisted by IQAC.

CDC is represented by teachers, students, support staff, and alumni. The CDC also has among its members social and noted figures from the field of Industry. Similarly, in IQAC, all the stakeholders also get due representation. The teams of CDC and IQAC formulate key policy decisions and assess proposals for the development of the college.

Initiatives in accord with Vision Mission statement

As per its Vision and Mission, the institution is committed to empower the young talents of today and the future by providing them value-based education. This is accomplished by imparting students with knowledge, skills, values and opportunities at affordable cost.

Value based education is emphasized through activities such as:

- National pride and patriotism instilled through programmes on days of national importance**
- Commemoration of days of International importance**
- Education for the underprivileged school students facilitated by the management and driven by**

committed students

-Social and environment awareness drives

Holistic academic programmes

-Curriculum enrichment through add on and certificate courses

-Remedial Teaching for slow and advanced learners

-Bridge Course for students enrolled from different disciplines & Foreign and NRI students

-Myriad co-curricular and extracurricular activities

Educational excellence is achieved by:

-Focus on reducing the inequities in education by providing highest quality educational opportunity to all classes of society

-Focus on progressive education by offering practical, innovative and contemporary educational programs

-Providing an environment that nurtures a passion for learning and creative thinking

-Building intellectual capital through faculty development, research and consultancy

Perspective Plan

The IQAC sets academic and administrative quality benchmarks, analyses and revises them intermittently. It places special emphasis on new initiatives in sync with the vision and mission statement of the institute.

Event/Program planning committee consisting of Principal and Head of Departments recommends, deliberates and plans initiatives.

Head of Departments and faculty members decide and plan department specific activities which include syllabus distribution, remedial & bridge learner programmes.

CDC prepares an overall comprehensive progress plan of the College regarding academic, administrative and infrastructural growth.

The faculty members are trained to acquire and update themselves with modern teaching skills and access to classrooms with ICT facilities leading to the delivery of quality education.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

As an institution, the college has always promoted inclusive and participative management and decentralization of authority aimed at healthy and constructive growth of the college by considering the interests of all concerned stakeholders. The following two practices of decentralization and participative management adopted in the previous academic years can be described in detail:

Decentralization

The institution has a mechanism of providing operational autonomy to various functionaries in order to ensure a decentralized governance system.

1.Principal Level: The Governing Council (GC) delegates all necessary decision making authority to the Principal. The Principal in turn has appointed faculty members as convenors for various Committees/Associations. This has ensured fixing of responsibility and accountability leading to overall good results.

2. Faculty level: Faculty members are given representation in various committees/cells nominated by the Principal.

3. Student level: Students are empowered to play important roles in different activities. Functioning of different secretaries of the Students Council (listed below) further reinforces decentralization, such as Cultural secretary, Class Representatives, and Committee In charges.

4. Non-teaching staff level: Non-teaching staff are represented in the governing body and IQAC. Suggestions of non-teaching staff are considered while framing policies or taking important decisions.

Participative Management

The institution promotes the culture of participative management at the strategic, functional and operational levels.

- At Strategic level- Governing Council Principal and Vice Principals are involved in defining policies procedures, framing guidelines and rules regulations pertaining to admission, examination, discipline, grievance, support services, finance etc.

- **At Functional level-** Faculty members share knowledge among themselves, students and non-teaching staff members while working for a committee.
- **At Operational level-** The Principal interacts with University, Government, and external agencies. Faculty members maintain interactions with the concerned departments of the affiliating university.

Best Practices of the Institution includes:

-Multifarious schemes for Capability Enhancement, Skill Development and awareness programs undertaken for students and staff

-Admissions of Foreign Students from SAARC & Non-SAARC countries under ICCR (Indian Council for Cultural Relations, a Central Government Body), as well as NRI students.

-On Admission each student is provided with an official Email Id. which can be used for correspondence between college and student.

-Establishment of the Bloomberg Lab at GSCC to give students exposure to real-time conditions in the global financial market.

- GSCC entered into MOUs with:

- 1. TISS-NUSSD (Tata Institute of Social Sciences, Mumbai - National University Students' Skill Development Programme)**
- 2. SDVTII (Skill Development Vocational Institute of India) to introduce add-on courses.**
- 3. CASI Global**
- 4. Technoserve**
- 5. The Art of Living for Sort club**
- 6. SSB Institute for Central and State Government Exam**
- 7. IDF (Indian Development Foundation)**
- 8. ACCA (Association of Chartered Certified Accountants)**
- 9. ISDC (International Skill Development Corporation)**
- 10. FINPLAN**
- 11. BSE (Bombay Stock Exchange)**
- 12. Navayuvak Entrepreneurs (NEPL) for Students' Entrepreneurship Development**

-Every Year, the students of each course of the Self-Finance Department organize different exhibitions on different themes related to their respective courses. Students are directly involved in these exhibitions from the conceptual stage to the execution stage.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The Perspective Plan (2015-2020) prepared by the Internal Quality Assurance Cell (IQAC) of our college has been effectively deployed in the area of Curricular, Teaching-Learning & Evaluation, Research Consultancy & Extension, Infrastructure & Learning Resources and Student Support & Progression. The recommendations made by the NAAC Peer Team have been taken care of by our college. New undergraduate, post-graduate degree programs and research programs have been introduced. Additional divisions to cater to the varied demands of the students have been fulfilled. Faculty members have also participated in curriculum design and review at University level. Quality related audits like Green Audit, Gender Audit etc. have been conducted. There has been an overhaul in the academic infrastructure. There is a well-structured feedback system on curriculum from all the stakeholders. Numerous career oriented, value added and short-term courses have been introduced.

In the area of Teaching-Learning & Evaluation, faculties have been encouraged to use ICT based teaching methodology. The remedial teaching, online learning methods and programs for slow learners have been conducted. Self-appraisal system for teaching and non-teaching staff has also been introduced. Faculty members have been motivated to publish research papers in good impact factor journals. Activities of Bloomberg Lab has also been increased. National level seminars were also organized. MoUs with various industries have been entered into to create job opportunities for our students. More and more students have enrolled in various activities such as NSS, NCC, DLLE, WDC, Rotaract Club, Sports etc. Infrastructure and learning resources of our college have been improved substantially during the last five years. More class rooms, laboratories, sports facilities have been made available for the benefit of the students. Wi-Fi Facility has been made available to students and staff. E-learning resources like INFLIBNET, E-Journals, E-Books are made available to students and teachers. Infrastructure of the library has been upgraded substantially.

For student support and progression, soft-skill development programs, industrial visits, study tours, field visits and Add-on courses have been organized for the students. Gold Academy has also been established for the purpose of disseminating academic content to the students.

File Description	Document
Upload any additional information	View Document
strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

College Development Committee (CDC):

The College Development Committee (CDC) as the apex body demonstrates authoritative power and formulates policies and is assisted by IQAC. The office staff handle the day to day affairs of the college.

The CDC is represented by teachers, students, support staff, and alumni. The CDC also has among its members social and noted figures from the field of Industry. Similarly, in IQAC, all the stakeholders also get due representation.

Principal and College Administrative Committees

The Governing council of the college takes policy decisions and leaves the day- to-day administration to the college authorities. The Principal is the key executor of the decisions. He is also assisted by the Vice- Principal for B.Com and Self Finance Courses. The college has a system of working through a set of committees and associations. Each association has a convener and a set of teachers & students to assist. The committee/associations are given freedom to operate within the prescribed norms. Required budgets are sanctioned for college level events. Report of every major activity is given by the convener of the committees/associations to the Principal.

The decision-making procedures are made at appropriate levels in the Organizational Hierarchy. The University/Government guidelines are also considered while developing the various committees of the institution.

At academic level the head of the department is the key person who coordinates with his/her departmental colleagues. Meetings of the department are held formally to decide the academic plan, paper setting and remedial lectures.

The office administration of the college is headed by the office Superintendent under whom there are head clerk, senior clerks, junior clerks and other subordinate staff.

Service Rules, Procedures, and Recruitment Service Rules:

Service Rules

The institution strictly follows the service rules according to the UGC and Mumbai University norms. It's been uploaded on the website too. The teaching and non-teaching faculty have the benefits of PF, ESI, Casual Leave, Medical Leave, Maternity leave etc.

Recruitment:

Recruitment is done by appointing a panel as per the guidelines of the University. The panel appoints the candidates on the basis of his worthiness.

Promotional Policies:

The promotional policy of the college and parent institute is transparent and impartial, they follow the Performance Based Appraisal Scheme (PBAS) of the UGC for the promotion of the teachers. Under the Career Advancement Scheme, at the college level, the IQAC helps the teachers calculation of API and preparation of the relevant documents. As regards the non-teaching staff, the promotions are time bound. These promotions are processed after review of their Confidential Reports as provided by Principal.

Grievance Redressal Mechanism:

Where teaching, non-teaching or supporting staff have any grievances concerning, appointment, individual matters or dealing with other staff members or students.

Such staff may raise the matter with the Head of the department, If dissatisfied may directly approach the Principal for the redressal of his/her grievance.

If the Principal feels that the grievance is of serious nature he shall inform the grievance committee and take action accordingly.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The institution takes every effort towards effective welfare measures for its Teaching Staff and Non-Teaching Staff:

For Teaching Staff:

1. Well equipped, air-conditioned staffroom is provided for the comfort of the faculty members.
2. Pantry facility with basic appliances is provided in the staffroom.
3. Canteen facility is provided at concessional rates.
4. Banking facility can be availed within the college campus.
5. Talks/workshops on various topics are arranged for the development and welfare of the faculty members.
6. During the Annual Day celebration, college felicitates and appreciates the efforts of faculty members who have acquired Ph.D. degrees.
7. College arranges health check-up camps in the college auditorium
8. Memento given to faculty members every year on the occasion of Teachers' Day as a token of appreciation.
9. The College encourages and supports the faculty member to participate in seminars, workshops, refresher courses and orientation programmes, pursue Ph. D. and research projects.
10. The institution grants duty leave for participating in refresher courses, conferences, seminars and Ph.D. studies.
11. College encourages the various departments to organize conferences and workshops.

12. College organizes recreational activities for teaching and non-teaching staff. It helps in improving the work culture as well as help promote teamwork and mental well-being among staff.

For Non - Teaching Staff:

1. Uniform is provided by college.

2. Uniform washing allowances is provided

3. Pantry Facility

4. Canteen facility is provided at concessional rates.

5. Banking facility can be availed within the college campus.

6. The college has helped the children of Non-Teaching Staff in getting admission in our college.

7. The college has also waived fees of the children of these Non-teaching staff.

8. The college has provided the facility of deducting EMI's from the salary of Non-teaching staff who have obtained loans from "Shikshak Patpedhi".

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 6.58

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	5	3	9	0

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 1.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	0	1	1

File Description	Document
Upload any additional information	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 6.4

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
4	3	2	1	6

File Description	Document
Upload any additional information	View Document
Details of teachers attending professional development programmes during the last five years	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

The college conducts performance appraisal of the teaching and non-teaching staff where it evaluates and provides feedback on the employee job performance, including steps to improve or redirect activities as needed. The performance appraisal is conducted in the following ways:

For Teaching Staff:

1. Student feedback: The skill, competency and potential of the teaching staff is reviewed through a digital feedback system (Google form) from the students. This feedback is communicated to individual teachers by the Principal which helps in improving the learning and teaching excellence.

2. Self-appraisal: College allows faculty members to identify their strengths, weaknesses, and development needs by conducting self-appraisal. Having the faculty members complete a self-assessment allows the college to have better insight into the faculty members performance as well as their perceptions about their performance. This self-appraisal form is then evaluated by the Head of the Department and scores marked by the Teacher are verified. Whenever necessary, the concerned faculty is called and the matter/feedback is given. Corrective measures are suggested and the same is reviewed subsequently.

3. Academic Diary: The academic diary is used by the faculty members to record subject syllabus, details of lectures conducted, teaching methods and material used, examination and assessment details, remedial lectures conducted, organization and participation in various co-curricular and field-based activities and contribution in management of institute through various committees by virtue of being a member of that committee. The faculty members also record up-gradation of qualification, participation in any professional development activities, publication/presentation of articles/papers in conferences.

For Non - Teaching Staff:

Self-assessment: The performance of the non-teaching staff is reviewed once in every three years. The employee is prompted to think about all of the components of performance, from the job description to goals accomplished and to include professional development in the mix. This self-appraisal form is then evaluated by the Head of the Institution and scores marked by the non-teaching staff are verified. Whenever necessary, the concerned staff is called and the matter/feedback is given. Corrective measures are suggested and the same is reviewed subsequently.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

College has accounts and a finance department headed by Finance In-charge, who controls the data related to all financial transactions of the college by carrying out annual budget allocation. Financial Data is recorded on a day to day basis. All vouchers & bills of Expenses and receipts are checked on a regular basis. The budgets are approved by the Governing Council in their meetings. Financial allocation for day to day activities and yearly requirements for running all academic and administrative departments are approved by the Governing Council.

As an Affiliated institution, the College conducts its internal and statutory external audit process transparently in accordance with the extant guidelines on a regular basis. Accordingly, auditing of the annual financial statements is done by an internal auditor who is duly appointed by the Governing Body and a statutory auditor who is jointly approved by the Governing Body and the University of Mumbai.

The aim of conducting an audit is to keep a check on the working of educational institutions and to strengthen the governance system in the institution. Audit helps to provide valuable suggestions and improve the working of the institution. Aim of conducting an audit is to prevent and safeguard the institution from any financial fraud.

Dates of Audit conducted by the college during the last five years;

Year	Internal Audit	External Audit
2015-2016	NA	30th August 2016
2016-2017	20th April 2017	29th April 2017
2017-2018	15th May 2018	11th June 2018
2018-2019	27th June 2019	22nd July 2019
2019-2020	2nd December 2020	29th August 2020

RAJESH P. SHAH & CO., Mumbai, a renowned Chartered Accountants firm is appointed as an Internal auditor by the institute for conducting its internal audit.

Shankarlal Jain & Associates LLP, Mumbai, a renowned Chartered Accountants firm is appointed as a Statutory External auditor by the institute for conducting its statutory external audit.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 19.37

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
3.20	4.17	5.01	3.93	3.06

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Resource Mobilization Policy and Procedure-

The College is a grant-in-aided College and offers 13 courses.

Salary grant to college Aided section Teaching and Non-Teaching staff is provided by the Government of Maharashtra. College also receives the research grant from UGC and University of Mumbai.

The main source of fund for college is tuition fees, which is received from admitted students as per the guidelines by University of Mumbai. The college accepts the funds through the Cheque, Online Banking, RTGS or NEFT mode.

Institute generates sundry income by sale of scrap, old newspapers, double sided used answer sheets / papers and project viva books. At least three quotations are called by college and normally the

lowest quotation is accepted by the college while performing various types of expenditures.

Educational Receipts and other Income includes

Admission forms fees, Admission Processing fees, Tuition fees, Admission cancelled charges, Alumni Membership fees, Computer fees (Unaided Subject), Development fees, Direct and indirect unaided subject fees, Examination fees, Gymkhana fees, ID card fees, Library fees, Laboratory fees, Magazine fees, Industrial Visit fees, Mark sheet fees, Project Fees, Orientation workshop fees, National Conference Income, Extra Curricular Activities fees, Utility fees, University Exam / Convocation & Form fees, Miscellaneous fees, etc.

Optimal Utilization of Resource-

To provide and maintain proper infrastructure facilities, required changes in infrastructure are done by the college from time to time. Budget is prepared every year well in advance as per the needs and requirements of various departments. College always focuses on effective implementation of plans and policies and using the resources optimally.

Expenses on Education includes

Admission forms and Prospectus, Affiliation fees, Events / Function expenses, E-Connectivity Expenses, Examination Expenses, Industrial Trip expenses, Magazine expenses, NSS and NCC expenses, Prize Expenses, Salary and Allowance for Teaching and Non-Teaching Staff, Sports Expenses, Orientation / workshop / Seminar / conference expenses, Honorarium to Guest Lecturers, Membership Fees, Students Expenses, Professional Fees (Visiting Faculties), etc.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

The IQAC was established in the college on 16th December 2004 with the aim of quality enhancement and sustenance by using different strategies. The IQAC is consistently working to nurture the quality culture in its all spheres of activities by channelized efforts towards promoting holistic academic excellence. The IQAC monitors the implementation of the vision and mission of the college. IQAC prepares a Perspective Plan of development for the college and executes it in a strategic plan for every year. It has been trying to institutionalize number of quality assurance strategies such as digitization of academic and administration facilities, gender equality,

strengthening extension activities etc. Two such initiatives are as follows:

Practice – 1 - Developing Quality Culture among Teachers:

Since the second cycle of the NAAC, IQAC has been promising the quality culture in overall activities of the college. All the efforts were taken to upgrade the quality of teachers. Therefore, every year IQAC takes review of the status of the teacher's research work, PhD, research publication, seminar participation conducting various workshops and faculty development programmes for upgrading the quality among the teachers. In the year 2015-2016 National Conference on Contemporary Issues in New Governance with perspective vision – 2020 sponsored by UGC was conducted. In the year 2018-2019 IQAC organized a faculty development training programmes on Bloomberg Market Concept with 22 Teaching faculty participants. Recently in the year 2019-2020 two days online workshop on advance excel for Teaching Staff was conducted to upgrade the knowledge and skills among the teachers. During the pandemic situation a National Webinar was also conducted on 'Technology -mediated teaching-learning' for focusing more on e-content and faculty development programme was organized on Bloomberg Market Concept with 05 participants. In the year 2019-2020, IQAC organized a One Day Inter-Disciplinary National Conference on ICT and AI in Business, Accounting and Finance: The Game Changers for Economic growth. A Logbook is designed to plan and record all academic engagements - curriculum transaction methodology, references used and recommended, remedial and advanced learner programmes conducted, seminars and workshop attended, research output, examination duties, member of committees at College and University level. The Logbook (Academic Diary) is reviewed on a monthly basis by HOD and the Vice- Principal.

Practice – 2 - Quality Enhancement and Sustenance through Academic Audit.

The mission statement of the college states, "Empowerment Through Value-Based Education". IQAC has always been trying to enhance and sustain the quality culture. It always expected that the institution should keep up their pace with recent happenings in the field of education and learn new things from the best resources. In the year 2016-2017, 2017-2018 & in 2018-2019 the academic audit Report has been submitted on Mumbai University Portal to create the quality culture in the college. These Reports were highly useful to the college in learning more things like how to maintain important records, documentation and promote innovation in teaching.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

The approach of IQAC has always been focused on a learner-centric teaching learning process . The IQAC periodically reviews teaching learning processes. The college has identified two examples of institutional reviews and implementation of teaching learning reforms facilitated by IQAC.

Outcome Oriented Teaching through Add on Courses

At present, the college has Certified Courses in collaboration with various prominent Institutes and Industries. To provide quality education the college has signed official MOUs.

In the year 2016-2017 an Advanced Skills Program on Financial Markets by BSE Institute was introduced and 39 Students completed the program. In 2017-2018 certificate course in E-Taxation was conducted and completed by 30 students in association with Skill Development and vocational Training Institute of India. Also, the certified course in English Speaking and personality development was conducted and completed by 42 students. In the year 2018-2019 E-taxation course was completed by 75 students and a certificate course in GST Practices and Procedures by SDVTII was introduced and 68 students completed the course. CASI Global Certificate Course offered by CASI Global was conducted during the year and 23 students completed the course. Certificate course in Financial Markets – sales and Operations by BSE Institute was also conducted with 47 students. Technoserve conducted Placement Oriented Youth Employability Skills Training Program 135 students benefited with the course. The Preparatory Course for Banking Sector Exams was conducted in association with SSB Educational Trust and 42 students completed the course. In the year 2019-2020 Diploma in Entrepreneurship offered by Tata Institute of Social Sciences (TISS) under National University Students Skill Development (NUSSD) Project was Conducted during the year with 10 students. Also, the Diploma in Banking and Financial Services offered by Tata Institute of Social Sciences (TISS) was conducted during the year 43 students completed the course. MTA-JAVA certification in association with Techno wings, 15 students completed the course.

Transforming Traditional Classrooms to Digitized Classrooms

Many Faculty members have developed E-Content which is available at Gold Academy, our E-Learning Platform for the students: 1. Dr Anju Bohra created E Content and video lectures in the subject of Cost Accounting for T.Y.B.Com. 2. Prof. Yogita Mahimkar created E - Content and Video lectures in the subject of Direct and Indirect Taxes for TY B. Com 3. Dr. Seema Agarwal created E Content in the subject of Mathematics and Statistical techniques for FY B.Com. 4.. Prof. Mamta Chhajer's lectures on various topics of Management Accounting and Research Methodology in Accountancy & Finance for S.Y.BAF students were uploaded on her You Tube Channel. Students can Subscribe to Gold Academy and Access the E Content and Video Lectures. 5.In the year 2016-17, Dr. Shripad Joshi video recording for Export Marketing. The online feedback method is helping students to communicate their queries with the teacher directly for that specialized Email-ID of every teacher has been provided. For this, the teachers have been well-trained to conduct online lectures and now at present they are using Google Class and creating E-content and recording lectures.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Response: C. 2 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Special facilities provided for women in terms of:-

a) Safety and Security

- **Mentoring system for safety:** - Every class/division is assigned to a faculty member at the beginning of each year. Students are encouraged to be in constant touch with the mentor and any issues related to safety and security can be addressed through a proper channel. Mentors also keep a list of phone numbers of parents/guardians so that they can be intimated in case of any emergency.
- **Anti-ragging committee** – The College has an Anti-ragging Committee to attend to complaints regarding ragging. The students are therefore directed to strictly desist from any kind of ragging. The Student's Council also plays a big role in preventing ragging and creating harmony between the junior students and the senior students. Self –defence programs for girl students such as Street play on women empowerment are held by DLLE.

C.C. TV cameras, security systems installed – Security of the College is ensured by Security Personnel Agency 24X7. CCTV surveillance systems are installed in the campus in order to keep away any mischief-mongering activities. Regular maintenance of the CCTV system is carried out through Annual Maintenance Contract (AMC). The CCTV video footage is stored and tracked later for ensuring the discipline within the college campus.

b) Counselling

- **Parent- teacher meeting sessions:-** Parent-teacher meeting sessions are held at least once in a semester primarily to discuss attendance issues. Counsel is given to parents by female teachers on issues of physical discomfort during menstrual cycles and they are also informed of the facilities available at the college such as sanitary pad vending machines.
- **Ramdhar Maheshwari counselling centre** – The institution has a full-fledged counselling centre which offers help on overcoming stress and personal problems among others. Ramdhar Maheshwari Career Counseling Centre [RMCC], an initiative undertaken by more than six decade old Trust Rajasthani Sammelan Educational Trust. With an aim to cater to various educational counselling need of today's generation, RMCC has been established to offer services not only to 15000 students of RSET campus who are studying in the various

educational Institutes of Rajasthani Sammelan but also caters to students, and working professionals from other institutes and organisations. RMCC centre aims to be a one point stop for all the educational guidance to every aspiring student. Students would get assistance from professional and experienced counsellors of the town to make correct decisions for their envisioned careers.

c) Common rooms : Separate Common Rooms for boys and girls are available on the 5th Floor of the GSCC Building.

d) Any other relevant information

Workshops / Competitions conducted for gender sensitization – Ghanshyamdas Saraf college has been regularly conducting various workshops to acquaint students about gender equity, forms of sexual harassment and steps which needs to be taken to readdress the issues. DLLE, Rotaract, NSS, NCC, WDC organise various activities, competitions, seminars to acquaint the students on gender issues.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Link for annual gender sensitization action plan	View Document

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

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

Response: C. 2 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of

degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

Solid Waste Management:

The college has a sprawling green campus and gives top priority to keep the campus clean and eco-friendly. The faculties and students are regularly advised to reduce generation of waste. Students put waste in separate bins kept at different places on the college campus. The solid waste which is not useful for composting, is disposed off every morning to the garbage carriers of the Municipal council. The waste which is generated is processed depending upon whether it is wet, dry, chemical, e-waste etc. To minimize the problem of waste disposal, separate dustbins are kept on the campus. Blue coloured dustbins are kept for dry waste and Green coloured dustbins are used for wet waste. Also, a dust bin is kept in every classroom to collect the waste. Garden waste, kitchen wastes from the college canteen and other wet waste are collected from different areas of the campus. Part of the waste generated is used for making compost. Bottle crusher Machine is placed in the College canteen which helps in recycling plastic waste. The college has set up a sanitary napkin vending machine with a destroyer installed in washrooms for incineration of used napkins to keep the hygiene of the washrooms used by the girl students.

In order to create awareness about clean campus and waste management among the students, programmes such as poster making competitions and street plays are also organized.

Liquid waste management:

Drinking water facility is arranged on every floor of our college building. Wastewater from toilets is properly drained out through the underground drainage systems. Regular maintenance is followed by a drinking water tap, water filters, and drainage and water pipelines.

E-waste management:

The College promotes green culture and reduce-reuse-recycle policy of unusable products like plastic, e-waste etc Hence the Institution conscientiously works towards generating minimal e-waste, for which the following strategies are adopted:

1. Regular maintenance of electronic equipment and computers by the in-house technician and AMC, ensures longer life.
2. In association with Indian Development Foundation, the institution has installed an E-waste box with an objective to collect e-waste and dispose of them responsibly.

Waste recycling system:

There is a Waste water recycling system installed on the College campus. Waste recycling system is maintained on the campus by utilizing the sewage water to water the nearby trees. The Water Harvesting system, Borewell and Maintenance of water bodies and distribution system in the campus is also well structured.

AMCs, Contracts and MOUs have also been entered by the college with outside agencies for regular maintenance of these facilities.

Since our college is a Commerce and Arts college, it does not generate Biomedical and Hazardous chemicals and Radioactive waste.

File Description	Document
Any other relevant information	View Document
Link for Geotagged photographs of the facilities	View Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Link for any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: Any 4 or All of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document
Link for any other relevant information	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

- 1.Green audit
- 2.Energy audit
- 3.Environment audit
- 4.Clean and green campus recognitions / awards
- 5.Beyond the campus environmental promotion activities

Response: D.1 of the above

File Description	Document
Certification by the auditing agency	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.
- 2.Divyangjan friendly washrooms
- 3.Signage including tactile path, lights, display boards and signposts
- 4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: D.1 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance

and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The various extension activities, extra-curricular activities and almost every programme/project or function held in Saraf College would bear testimony to its culture of inclusiveness. Conscious and deliberate efforts have been made over many years to cultivate an atmosphere where tolerance, equality, harmony and social responsibility become the natural outcome of all our endeavors. This is done in several ways, through different platforms:

- a. Extension activities like NCC, NSS and DLLE
- b. Rotaract Club programmes
- c. Women Development Cell Activities
- d. Cultural Association Activities
- e. Literary Association Activities for English, Hindi, Marathi and Gujarati Languages

The activities vary but the underlying objective is always to promote a sense of good citizenship and a participative social role. Themes like Organ Donation Awareness, Cleaning up beaches and lakes, discouraging use of plastic, leadership camps for girl students, creation of Roti Banks to feed the hungry etc. Sensitizing ourselves about the old and the orphaned and mentally challenged youngsters by visiting them and interacting with them is our way of celebrating Valentines' Day. Independence Day is celebrated by interacting with and showing our gratitude to policemen, sweepers, security personnel and auto drivers. Flood relief campaigns and visits to flood affected areas allowed the students to feel that they can contribute in alleviating the misfortunes of the fellow citizens. Campaigns to create awareness about breast cancer, self defence, environment conversation, sexual harassment and its challenges and solutions, social media and its pros and cons all these activities and many more, serve to create an atmosphere where the core values of equality, inclusiveness and harmony are promoted in a natural and healthy manner.

File Description	Document
Link for any other relevant information	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Empowerment through value based education:

The Mission of the College is Empowerment Through Value-Based Education. Through value –

based education students are imparted knowledge of values, rights, duties and responsibilities of a citizen. In addition to this, different types of activities are conducted to inculcate the values of equality, human dignity, unity and integrity of the Nation. Social activities are conducted to perform the duties and responsibilities as a citizen of a country.

Activities conducted :

Institute conducts various activities like Tree Plantation Drive, Blood Donation Drive, Slum Cleanliness Drive, Community Based Project, Donation Drive, Visit to Old age Home, Patriotism Event, Tribute to Martyrs Rally, Mission Swachhta activities. Events like Gurupurnima are also celebrated to make the students aware about the importance of teachers in their life. Independenceday celebrated by providing helping hands to needy students and people. Institute also conducts social activities to spread the message of 'Social Equality'. Students and Teachers participate in the different activities and perform duties.

Inculcating the right values among students and teachers

Through different activities Values, Rights, Duties and Responsibilities are inculcated in students and teachers. Activities are conducted from time to time. Preserving the composite culture, to protect and preserve the natural environment, safeguard public property, and respect the national flag are the fundamental duties of citizens of the country. Various activities help inculcate such discipline among the students and teachers. Providing help to the poor, keeping the environment clean by undertaking Swachhta activities and tree plantation drives on a continuous basis to protect and preserve the natural environment. Such activities are also conducted to create awareness among people about the importance of nature. The Patriotism Event takes place to give respect to the national flag and also to create awareness among people. Blood Donation Camp is conducted from time to time which helps in saving the lives of people. While conducting different programmes and activities in the institute, the National Anthem is played. It reflects the strong attachment of the students, employees towards the values of Indian Constitution.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document
Link for any other relevant information	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

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

Response:

Celebration of National Days

- **The College celebrates the national festivals with its sister institutions with nationalistic fervor and enthusiasm. The spirit of freedom, nationalism and unity in diversity are exhibited through a spectrum of events that include patriotic speeches, drills, and various cultural programs.**
- **The Independence Day celebration is marked with hoisting of the Tri-colour, rendition of the National anthem, and taking the National pledge. The synchronous parade and salute by the NCC cadets, is followed by a Multicolored display of cultural events.**

Celebrations of birth anniversaries of prominent leaders

- **Birth anniversary of Former President Sarvpalli Radhakrishnan is celebrated as Teachers' Day with a cultural programme and the student-teacher competition.**

Celebration of important national and international days/events

- **Every year the college celebrates Guru Purnima Festival. On this occasion students prepare greeting cards and distribute to all teachers(Gurus) as a token of love.**
- **The College celebrates Ganesh Immersion Festival every year and students participated in crowd control and traffic management during all the immersion days at Bhuje Lake, Marve Choupaty, Aaksa Choupaty and Juhu choupaty. NSS volunteers and NCC Cadets gave a helping hand to Mumbai Police and Brihanmumbai Municipal Corporation.**
- **The college students also celebrate World Senior Citizen Day by visiting gardens near the college and sharing flowers with the senior citizens group. And they also spend quality time**

with them when senior citizens share their wisdom and experience about the way of life.

- Every year on 1st December on World Aids Day the college takes initiative to support global efforts to prevent HIV infections by conducting a rally near the college area. Students from various departments like NSS , Rotaract Club etc. participate in the rally and spread awareness about prevention from disease by raising slogans, displaying banners, posters and performing street play near the college locality.
- Tribute is paid to the Father of the nation, Mahatma Gandhi on the occasion of Gandhi Jayanti. College students attended Bhajan Sandhya and celebration of International Day of non-violence and peace at various location across Mumbai organized by University of Mumbai.
- The college students celebrate Valentine’s Day with Orphanage Children and spread love and care to the orphan children by distributing food packets, stationery materials.
- Every year the college celebrates International Yoga Day on 21st June by practicing Yoga-Asanas. As YOG embodies unity of mind and body; thought and action; restraint and fulfilment; harmony between man and nature; a holistic approach to health and wellbeing.
- The college also celebrates International Women’s Day. The Women’s Development Cell of the college organizes various competitions like Essay writing, Debate, Poster Making, etc. on the topic of ‘Women Empowerment’
- The Marathi Literary Association of college celebrates Marathi Bhasha Din every year on 27th February. It is celebrated as the birth anniversary of Kavivarya Vishnu V?man Shirw?dkar famously known as Kusumagraj. On this day students present cultural events like poem recitation, singing, traditional dance, drama, powada , talk show etc.

File Description	Document
Link for any other relevant information	View Document
Link for Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

Practice 1:

1. Title of the Practice

Multifarious schemes for Capability Enhancement, Skill Development and awareness programmes

2. Objective of this Practice:-

- **To create maximum possible opportunities to enable students to become capable, efficient and valuable assets in whatever career they choose to join.**
- **To consistently strive to collaborate with reputed companies and institutions so that our students can avail of the best opportunities.**
- **To provide a vast canvas of awareness and skill-development programmes so that students can make career choices which suit their needs and their personalities.**
- **To make efforts to provide career opportunities for all kinds of students from the brilliant to the financially needy.**

3. The Context

This Practice will help students to face challenging and demanding work spaces and helps in developing multitasking skills in students.

In upcoming times more emphasis will be given on Internships, training, real- time simulation activities to be conducted for both students and faculty for all-round development.

4. The Practice

With these objectives in mind, Saraf College undertook several different kinds of programs, including add-on courses, workshops, awareness programs and skill development sessions

The response from students was also very positive.

Some major skill enhancement programs in 5 years:-

- **141 students took Program on Campus to Corporate - BSE Institute**
- **39 student took Advanced skills Program on Financial Markets by BSE Institute**
- **6 student took Barclays Connect with Work Programme partnered by GTT/NASSCOM**
- **200 students took certificate course in E-taxation by SDVTII**
- **114 students took certificate course in GST practices & procedures by SDVTII**
- **42 students took certificate course in English speaking by SDVTII**
- **5 students took program Grow Your Skills by Visara Technologies Services LLP**
- **44 students completed CASI GLOBAL courses in different subjects of their interest**

- **5 student took Global Financial Market Professional Program by BSE Institute**
- **65 students took preparatory course for banking sector exams by SSB Institute**
- **239 students took the Youth Employability Skills Training Program by Technoserve in 3 batches.**
- **145 students and many faculty members completed the Bloomberg Course.**
- **40 students took workshop on basics of capital markets by IIFL Securities**
- **54 students took certificate course in management & soft skills by TISS NUSSD**
- **43 student took diploma in banking & financial services by TISS NUSSD**
- **10 student took diploma in entrepreneurship by TISS NUSSD**
- **15 student took MTA-JAVA certification in association with Technowings**

Workshops, trainings, conferences and interviews conducted.

Some of them are:-

- o **A notable program was an IQAC- conducted One Day International Interdisciplinary Conference in collaboration with Association of Chartered Certified Accountants- ACCA, a UK based body for financial accountants. 157 research scholars including our own faculty members presented research papers.**
- o **90 students attended a 2 days workshop on GST in association with ICAI Institute of Chartered Accountants of India**
- o **24 students completed training for NISM- National Institute of Securities Management module related to Mutual Funds in association with Financial Planning Academy**
- o **343 students participated in interviews conducted by 14 different firms including Tech Mahindra, Karvy, HDFC Bank, Tata BSS etc, in a first ever Job Fair organized by the college in our campus.**
- o **Besides these, there were awareness sessions in Financial Literacy, Yoga and Detox, and a session for faculty conducted by an eminent psychiatrist on how teachers should deal with addiction among students.**

The Challenges taken: The challenge faced while conducting the above programs and courses was mainly to create reach to the target students. This was taken care of by the faculty members by informing as many students as possible and addressing their doubts.

5.Evidence of Success:-

As years passed the skill enhancement initiative and courses increased from 2 courses to 22 courses and around 1200 students enrolled and benefited out of these courses till now. Many of them were placed in jobs due to the dedication towards these courses. Awareness programs also helped students in understanding applicability of subject concepts in the practical world. They also understand the qualities that are required by them to match with corporate expectations

Conclusion: This practice to provide multifarious ways and means to expand the scope of knowledge and skills by providing students with maximum exposure to maximum number of students has met with great enthusiasm from students and staff. We intend to carry forward such initiatives in future as well.

Practice 2:

1. Title of the Practice:

Community Based Practices and their outcome

2. Objectives of the Practice:

- **To foster Community responsibility in the students**
- **To inculcate social and civic values in the students**
- **To form a nexus between the students and the community**
- **To develop conservational attitude towards nature**
- **To carry out environmental protection programmes.**

3. The Context:

Community responsibilities are an individual's duties or obligations to the community and include cooperation, respect and participation. Community is characterized by "wholeness incorporating diversity" and may include people of different ethnicities, ages, educational backgrounds and incomes. Through our Community based practices, we try to develop social and civic values in the students.

Responsibility towards nature is a character trait that must be formed and developed from a young age. With these practices, students work towards making the earth green and a better place to live.

4. The Practice:

- **Blood Donation Camps are organised to create awareness of the need for regular blood donation throughout the year in order to maintain an adequate supply of blood for all**

patients requiring transfusion.

- Rally is organized to raise awareness about various issues such as road safety, no honking, child labour, noise pollution, AIDS awareness, flag collection etc.
- HIV/Aids Awareness was created by students through a skit. The skit was done to increase awareness, positivity and support towards the people suffering through HIV positive.
- Celebration of Valentine's Day is done by arranging visits to organisations and schools to promote awareness on issues such as health, nutrition, hygiene.
- Activities to reduce the use of plastic are organised such as Paper bag making and plastic fishing.
- Disaster Management Workshop and Mock Drill was attended by the students.
- Community based project at Punarvas School – Goregaon and M.W. Desai Hospital was conducted where students worked towards the betterment of the community.
- Donation drives are conducted from time to time to raise donations for those in need.
- Tree Plantation drives are held to encourage the students to be involved in the environment and conservation of our natural resources

5. Evidence of Success

- College has various committees in place including but not limited to DLLE, NSS, Rotaract, Green Initiative that address the need for community-based development.
- Field visits are arranged to orphanages, old age homes etc to sensitize the students towards different segments of our society who are deprived of love & affection as they live their life away from their home.
- Various Days are celebrated every year to raise awareness towards the holistic approach to health and wellbeing of an individual and the society. Activities and workshops are held to celebrate days like International Yoga Day, Senior Citizen Day, Independence Day etc.
- E-waste boxes are installed in the college premises to collect E-Waste and dispose of them with responsibility.
- Eco-friendly activities are organised to promote the attitude of environmental conservation.
- Seminars and talks are arranged regularly on topics such as 'Sexual Harassment of Women – Prevention, Prohibition and Redressal', 'A stand against body shaming', 'Suicide prevention', etc.

- **Green Campus Drive was organized with the motto of promoting the Green Culture and also to**
- **Reduce, Reuse and Recycle the unusable products in the categories of Papers, Clothes, e-wastes and plastics.**
- **Cleanliness Drives are organised at various locations such as Juhu Beach, Powai lake, Girgaon**
- **Chowpatty, Versova beach, outside Malad Station, etc.**
- **Overall community awareness and student participation in various activities has increased.**

6. Problems Encountered and Resources Required

- **Getting the students involved in outdoor trips and activities.**
- **Getting permission from organisations, BMC, NGOs etc.**
- **These activities require the students to devote long hours and the present semester system creates a time constraint.**

File Description	Document
Link for Best practices in the Institutional web site	View Document
Link for any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Enhancing job skills and creating employment opportunities for our students

Ghanshyamdas Saraf college has always adopted a holistic policy to match Job Skills with Life Skills, to achieve the objective of nurturing and developing students who are academically sound, equipped with practical training in their field to make them employable and successful in their careers. Our college has an enthusiastic, robust and self-motivated Placement Committee which works actively with students to

involve them in participating in campus interviews and has also effectively placed students with several reputed companies.

Practices adopted by Ghanshyamdas Saraf college

(1) Organizing workshops and seminars by different firms and organizations to help students plan their careers.

Various institutions such as Mahesh Tutorials CPLC, Visara Technology Services LLP National institute of Securities Market, Reliance Education , Infosavvy Talent Management solutions, Ramdhar Maheshwari counselling centre, Pearl Academy, Eternia Image Management conducted courses for Bcom and Self finance students.

Seminars on Core Java, Python Programming and Digital Transformation and Seminar on Animation and Designing and seminar on Banking and Finance were also conducted.

2) Conducting campus interviews.

The following companies visited our campus to conduct placement interviews during 2017-18

- (1) Capital First Limited**
- (2) Bombay Stock Exchange (BSE) Institute Limited**
- (3) Visara Technology Services LLP**
- (4) Indiabulls**
- (5) Ace Technology**
- (6) Barclays Bank**
- (7) ICICI Prudential Life Insurance Company Limited**
- (8) Acquest**
- (9) Angel Broking Limited**

(3) Visit to job-fairs outside the campus.

College organised various visits to job fairs such as NHRD (National Human Resource Development), Career Fair at Worli Nehru Centre, the Drishant Job Fair and Khandwala College Job Fair during the Academic year 2016-17

(4) Placement drives, exhibitions and certificate courses:-

During the year 2018-19, a large number of students took part in on-campus

recruitment drives and attended certificate course training for enhancing job employability skills and the feedback from students was also very positive. 343 students participated in on-campus interviews conducted by 14 different firms including Tech Mahindra, Karvy, HDFC Bank, Tata BSS etc.

(4) Constant circulation of job offers from various firms to students.

Various job opportunities received from firms were constantly communicated to students through notices and emails. During the year 2016-17, job offers were received from companies like: Siemens Limited, Catking, Quantum Global Securities Limited, Real HR limited, HDB Financial Services, Kotak Life Insurance, Facts Today News, Harjai Computers, DC India, Human Capitalist, R.K. Puri Associates.

(5) MOU's signed with national and international institutions:

During 2017-18 GSCC has signed an MoU with the Skill Development Vocational Institute of India to introduce add-on courses. We began with a certificate course in E-Taxation: Direct Tax, keeping in mind the students' needs and the relevance of the course.

During the year 2018-19 GSCC has signed various MOU's with leading institutions including –

- a) CASI Global New York – for a certificate course in Corporate Social Responsibility
- b) SSB Institute – for training students for Banking sector exams
- c) Technoserve- for Youth Employability Skills Program
- d) Bombay Stock Exchange – for a certificate program in Financial markets- sales operations
- e) Finplan- for training the students for a global accounting qualification – ACCA. Finplan is a platinum educational partner for the Association of Chartered Certified Accountants a UK based body engaged in awarding accounting qualification which is globally recognized. ACCA also co-sponsored an international conference with our college in which 157 research papers were presented.

During the year 2019-20 the GSCC tied up with the below institutions

- a) Tata Institute of Social Sciences for running various certificate and diploma courses for students under National University Students Skill Development (NUSSD) Programme in September 2019. These Programs are aimed at improving employability skills of the students and have been declared as “Skill Development Best Practice” in the country by the United Nations Steering Committee on Children and Youth. These courses are offered free of cost to the students belonging to weaker

financial backgrounds.

b) Ashwaattha Advisors Private Limited (Technoserve) for Campus to Corporate Careers Program for Enhancement of Employability and work place Skills for deserving Youth.

c) Indian Development Foundation (IDF) for Participation of Students in Social Responsibility Programme.

d) Navyuvak Entrepreneurs , Mumbai for Any Body Can Do Entrepreneurship (ABCD Programme).

(6) Establishment of Bloomberg Lab

The college has established a Bloomberg Lab with 12 Terminals, in the process becoming the first college in the University of Mumbai to offer this facility to undergraduate students. The lab is equipped to integrate the industry's data, research, news and analytics into the teaching curriculum. Teachers can use real-time market data to elevate their teaching.

Bloomberg is a U.S. based technology company established in 1981, which delivers accurate business and financial information and which has provided revolutionary financial solutions. Today, Bloomberg has become the central nervous system of global finance and a global software platform providing reliable financial information across all market sectors. Bloomberg also has a vertical which opens up the database and knowledge banks for universities.

The objectives:

a) To give students the rare opportunity to access real-time data from financial markets, thus giving a practical edge to their academic knowledge- thereby boosting their career prospectus.

b) To enable faculty to elevate conventional classroom teaching by using Bloomberg as a pedagogy tool.

c) To enable faculty to use Bloomberg for research:- This helped students to access cross-asset, real-time data and historical time series analysis in all financial markets. Students participate in real-time studies of capital markets and get the rare opportunity of enhancing their academic knowledge with actual exposure to the practical corporate world. This advantage will also give students added leverage in their career prospects. The college also plans to use the Bloomberg Lab facility for Faculty Development, Research. Faculty members can also find Bloomberg data very

useful in their Research activities.

File Description	Document
Link for appropriate web in the Institutional website	View Document
Link for any other relevant information	View Document

NAAC

5. CONCLUSION

Additional Information :

Tie up with foreign University

The college has done a collaboration agreement with Fraser Valley University from Canada for its B. Sc.IT students. The Canadian University offers a 4 years program in IT. As per the collaboration agreement, Saraf college student will study the first two years of B. Sc.IT course in India and then proceed to Canada to study for next two years and will get Canadian Degree. The student will get a degree at par with the other students who pursue all four years in Canada. This arrangement was arrived at after mapping of our BSc IT Course with that of the Canadian programme. So far two students have enrolled for this programme.

Effective use of SWAYAM

SWAYAM is an initiative taken by Ministry of Human Resource and Development, Government of India, to make available quality education from courses by UGC, NPTEL, etc through correspondence.

Our College got recognized as the Local Chapter for these exams so that can allot our faculty as mentors for the students pursuing these courses. To begin with, seven students from First Year B.Com successfully completed two courses with a First Class on 'Developing Soft Skills and Personality' from IIT Madras, and 'Body Language: A Key to Professional Success from IIT Roorkee' under the mentorship of Prof. Gargi Gothe. To utilise the potential of the content available on SWAYAM, the college decided to integrate it in the curriculum of Foundation Course at first and second year. Students were enrolled for various courses on Management, Environmental Studies, and IT as part of their project submission. Various teachers became mentors to the students. 678 students registered for the course " Environmental Pollution & Global Issues" designed by Consortium for Educational Communication (CEC) and 515 students enrolled for the course " Enhancing Soft Skills & personality" conducted by the Indian Institute of Technology (IIT) Kanpur. 118 students registered for the course " Effective Business Communication" conducted by the Indian Institute of Management (IIM) Bangalore.

Digital content creation and use of in-house digital platform

Kunjbihari S. Goyal Online Learning Academy, known as GOLD Academy, has been active in digital content creation.

Concluding Remarks :

Ghanshyamdas Saraf College was reaccredited in March 2013 with A Grade. The distinguished peer team noted the excellent teaching learning environment, good academic results at the University level, well maintained infrastructure, strong value system, myriad of co and extracurricular activities, involvement in social issues and adequate student support mechanism. The advice and suggestion given by the peer team members provided ground for the perspective planning for the coming years.

Equipped with this impetus, the college has moved forward in a planned and concerted manner. Our combined efforts have yielded rewards and we have made tangible advancements in several areas distinctive to our

institutional vision and priorities. We have countered the limitations of a traditional academic programme by linking it with add-on courses, skill development programmes and career guidance and placement activities. Linkages and MOUs have dramatically increased the exposure of students to the world of commerce and industry. Core values like social responsibility and inclusiveness are the bed-rock of our extension activities. On the other hand, we have focussed on developing and maintaining teacher profile and quality. This has paid rich dividends in terms of students' learning outcomes. We are also engaged in accelerating research activities in the institution.

We are only too aware that we have many more goals to achieve and challenges to overcome. However, our journey so far has taught us that together, we can achieve anything. We are getting there.

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6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>7</td> <td>3</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Remark : Considered add-on/certificate programs of minimum 30 hours duration supported with syllabus and details of assessment, certified by Principal in the HEI clarification document. Training, professional development, skill development, preparatory courses for examinations, soft skill training not considered.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	11	7	3	1	1	2019-20	2018-19	2017-18	2016-17	2015-16	3	3	1	1	1
2019-20	2018-19	2017-18	2016-17	2015-16																	
11	7	3	1	1																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
3	3	1	1	1																	
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>598</td> <td>411</td> <td>135</td> <td>130</td> <td>205</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>153</td> <td>127</td> <td>28</td> <td>14</td> <td>41</td> </tr> </tbody> </table> <p>Remark : Edited as per metric 1.2.2.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	598	411	135	130	205	2019-20	2018-19	2017-18	2016-17	2015-16	153	127	28	14	41
2019-20	2018-19	2017-18	2016-17	2015-16																	
598	411	135	130	205																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
153	127	28	14	41																	
1.3.3	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year</p> <p>1.3.3.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 1329 Answer after DVV Verification: 556</p>																				

Remark : Edited based on syllabus provided in the clarification document. Considered programs with project as part of the curriculum. Same student doing projects in two semesters in the same academic year is considered as 'one'.

1.4.2 **Feedback process of the Institution may be classified as follows:**

Options:

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: A. Feedback collected, analysed and action taken and feedback available on website

Remark : Edited based on clarification document.

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

2.3.3.1. Number of mentors

Answer before DVV Verification : 59

Answer after DVV Verification: 53

Remark : Limited based on EP 3.1.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
15	15	13	12	10

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
12	12	10	10	9

Remark : Considered full time teachers whose PhD certificate is provided. Provisional certificate/letter of completion not considered.

2.4.3	<p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 506.21 Answer after DVV Verification: 412</p> <p>Remark : Edited based on the clarification document. Considered only full time teachers and completed year of service only.</p>																																								
3.1.2	<p>Percentage of teachers recognized as research guides (latest completed academic year)</p> <p>3.1.2.1. Number of teachers recognized as research guides Answer before DVV Verification : 4 Answer after DVV Verification: 3</p> <p>Remark : Considered research guide recognition of the affiliating University only.</p>																																								
3.1.3	<p>Percentage of departments having Research projects funded by government and non government agencies during the last five years</p> <p>3.1.3.1. Number of departments having Research projects funded by government and non-government agencies during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 1189 1046 1323"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1402 1046 1536"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>3.1.3.2. Number of departments offering academic programmes Answer before DVV Verification:</p> <table border="1" data-bbox="306 1615 1046 1749"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>14</td> <td>14</td> <td>14</td> <td>14</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1827 1046 1962"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>14</td> <td>14</td> <td>14</td> <td>14</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	0	1	0	0	0	2019-20	2018-19	2017-18	2016-17	2015-16	0	1	0	0	0	2019-20	2018-19	2017-18	2016-17	2015-16	14	14	14	14	14	2019-20	2018-19	2017-18	2016-17	2015-16	14	14	14	14	14
2019-20	2018-19	2017-18	2016-17	2015-16																																					
0	1	0	0	0																																					
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0	1	0	0	0																																					
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14	14	14	14	14																																					
2019-20	2018-19	2017-18	2016-17	2015-16																																					
14	14	14	14	14																																					
3.2.2	<p>Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years</p>																																								

3.2.2.1. Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4	1	0	2	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years**3.3.1.1. How many Ph.Ds registered per eligible teacher within last five years**

Answer before DVV Verification : 13

Answer after DVV Verification: 7

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

Answer before DVV Verification : 4

Answer after DVV Verification: 3

Remark : Considered 7 Ph.D scholars registered within the the last five years. PhD scholars registered beyond the assessment period not considered.

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years**3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
18	3	8	8	6

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**3.3.3.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

54	86	40	67	65
----	----	----	----	----

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
9	19	11	8	6

Remark : Edited based on clarification document provided. Considered books and chapters published with ISBN number only.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
16	3	9	3	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
91	57	36	28	27

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
16	14	10	10	7

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3869	3122	723	1081	501

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
307	507	318	271	221

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

3.5.1.1. Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
61	223	202	223	4

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
5	6	1	2	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
5	6	1	2	0

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

	<p>4.1.3.1. Number of classrooms and seminar halls with ICT facilities Answer before DVV Verification : 4 Answer after DVV Verification: 1</p>																				
4.2.2	<p>The institution has subscription for the following e-resources</p> <ol style="list-style-type: none"> 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above</p>																				
4.2.3	<p>Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)</p> <p>4.2.3.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 987 1046 1167"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>62311</td> <td>655526</td> <td>335135.2 5</td> <td>688804.0 3</td> <td>240518</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1245 1046 1379"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0.62</td> <td>6.55</td> <td>3.35</td> <td>6.89</td> <td>2.40</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	62311	655526	335135.2 5	688804.0 3	240518	2019-20	2018-19	2017-18	2016-17	2015-16	0.62	6.55	3.35	6.89	2.40
2019-20	2018-19	2017-18	2016-17	2015-16																	
62311	655526	335135.2 5	688804.0 3	240518																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
0.62	6.55	3.35	6.89	2.40																	
4.2.4	<p>Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year</p> <p>4.2.4.1. Number of teachers and students using library per day over last one year Answer before DVV Verification : 329 Answer after DVV Verification: 98</p> <p>Remark : Considered average usage of library for the dates 15/7/2019 to 19/7/2019.</p>																				
4.3.3	<p>Bandwidth of internet connection in the Institution</p> <p>Answer before DVV Verification : A. ?50 MBPS Answer After DVV Verification: A. ?50 MBPS</p>																				
4.4.1	<p>Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)</p>																				

4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
50.09	48.68	46.05	53.75	61.72

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
26.90	18.58	17.53	21.44	30.15

Remark : Only expenditure incurred on maintenance of infrastructure (physical and academic) are considered

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

5.1.2.1. Number of students benefitted by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
130	141	141	105	112

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : Not reflected in the income & expenditure account of the College and accounts of the self financing programs.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career

counselling offered by the Institution during the last five years**5.1.4.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2061	996	1091	442	644

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
95	140	280	140	58

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

5.2.1 Average percentage of placement of outgoing students during the last five years**5.2.1.1. Number of outgoing students placed year - wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
133	230	68	45	54

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
20	35	11	7	9

Remark : Based on the number of appointment orders provided, percentage of students placed for the respective year is calculated. HEI has provided 15% of the requested no.s for the year 2019-20 and 5% for the year 2018-19 & 0% for the other 3 years. However 15% of the HEI claim is considered for all the 5 years.

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	1	0	0

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
13	3	9	5	4

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
7	3	3	2	4

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

5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
25	26	14	21	16

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
18	10	6	21	16

6.2.3	<p>Implementation of e-governance in areas of operation</p> <ol style="list-style-type: none"> 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above</p>																				
6.3.2	<p>Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</p> <p>6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1003 1046 1137"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>0</td> <td>8</td> <td>3</td> <td>10</td> <td>0</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1216 1046 1350"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>0</td> <td>5</td> <td>3</td> <td>9</td> <td>0</td> </tr> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	0	8	3	10	0	2019-20	2018-19	2017-18	2016-17	2015-16	0	5	3	9	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	8	3	10	0																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	5	3	9	0																	
6.3.3	<p>Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years</p> <p>6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1668 1046 1803"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>3</td> <td>3</td> <td>0</td> <td>1</td> <td>1</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1881 1046 2016"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>2</td> <td>2</td> <td>0</td> <td>1</td> <td>1</td> </tr> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	3	3	0	1	1	2019-20	2018-19	2017-18	2016-17	2015-16	2	2	0	1	1
2019-20	2018-19	2017-18	2016-17	2015-16																	
3	3	0	1	1																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
2	2	0	1	1																	

6.3.4	<p>Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).</p> <p>6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 472 1046 607"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>3</td> <td>2</td> <td>1</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 685 1046 819"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>3</td> <td>2</td> <td>1</td> <td>6</td> </tr> </tbody> </table> <p>Remark : Edited based on clarification document.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	10	3	2	1	6	2019-20	2018-19	2017-18	2016-17	2015-16	4	3	2	1	6
2019-20	2018-19	2017-18	2016-17	2015-16																	
10	3	2	1	6																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
4	3	2	1	6																	
6.4.2	<p>Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)</p> <p>6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1178 1046 1312"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>3.20</td> <td>4.17</td> <td>5.01</td> <td>3.93</td> <td>3.06</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1391 1046 1525"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>3.20</td> <td>4.17</td> <td>5.01</td> <td>3.93</td> <td>3.06</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	3.20	4.17	5.01	3.93	3.06	2019-20	2018-19	2017-18	2016-17	2015-16	3.20	4.17	5.01	3.93	3.06
2019-20	2018-19	2017-18	2016-17	2015-16																	
3.20	4.17	5.01	3.93	3.06																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
3.20	4.17	5.01	3.93	3.06																	
7.1.2	<p>The Institution has facilities for alternate sources of energy and energy conservation measures</p> <ol style="list-style-type: none"> 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: C. 2 of the above</p>																				
7.1.4	<p>Water conservation facilities available in the Institution:</p>																				

	<ol style="list-style-type: none"> 1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: C. 2 of the above</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: D.1 of the above Remark : Considered sl.no 5 only. Credentials of green audit organization / auditor not provided.</p>
7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: D.1 of the above</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above Remark : Edited based on clarification documents certified by Principal.</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>374</td> <td>374</td> <td>374</td> <td>374</td> <td>374</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>367</td> <td>367</td> <td>367</td> <td>367</td> <td>367</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	374	374	374	374	374	2019-20	2018-19	2017-18	2016-17	2015-16	367	367	367	367	367
2019-20	2018-19	2017-18	2016-17	2015-16																	
374	374	374	374	374																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
367	367	367	367	367																	
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>13</td> <td>13</td> <td>13</td> <td>13</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>12</td> <td>12</td> <td>12</td> <td>12</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	13	13	13	13	13	2019-20	2018-19	2017-18	2016-17	2015-16	12	12	12	12	12
2019-20	2018-19	2017-18	2016-17	2015-16																	
13	13	13	13	13																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
12	12	12	12	12																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>829</td> <td>1042</td> <td>1042</td> <td>1042</td> <td>1042</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>987</td> <td>979</td> <td>957</td> <td>963</td> <td>996</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	829	1042	1042	1042	1042	2019-20	2018-19	2017-18	2016-17	2015-16	987	979	957	963	996
2019-20	2018-19	2017-18	2016-17	2015-16																	
829	1042	1042	1042	1042																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
987	979	957	963	996																	
3.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>59</td> <td>55</td> <td>55</td> <td>54</td> <td>49</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>53</td> <td>52</td> <td>50</td> <td>52</td> <td>47</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	59	55	55	54	49	2019-20	2018-19	2017-18	2016-17	2015-16	53	52	50	52	47
2019-20	2018-19	2017-18	2016-17	2015-16																	
59	55	55	54	49																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
53	52	50	52	47																	

3.2	<p>Number of sanctioned posts year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 271 986 383"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>18</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 461 986 573"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>53</td> <td>52</td> <td>50</td> <td>52</td> <td>47</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	30	30	30	30	18	2019-20	2018-19	2017-18	2016-17	2015-16	53	52	50	52	47
2019-20	2018-19	2017-18	2016-17	2015-16																	
30	30	30	30	18																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
53	52	50	52	47																	
4.2	<p>Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 734 986 846"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>486.74</td> <td>467.62</td> <td>478.69</td> <td>455.30</td> <td>414.30</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 925 986 1037"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>486.74</td> <td>467.62</td> <td>478.69</td> <td>455.30</td> <td>414.30</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	486.74	467.62	478.69	455.30	414.30	2019-20	2018-19	2017-18	2016-17	2015-16	486.74	467.62	478.69	455.30	414.30
2019-20	2018-19	2017-18	2016-17	2015-16																	
486.74	467.62	478.69	455.30	414.30																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
486.74	467.62	478.69	455.30	414.30																	
4.3	<p>Number of Computers</p> <p>Answer before DVV Verification : 187</p> <p>Answer after DVV Verification : 185</p>																				