

SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**MS COLLEGE OF ARTS SCIENCE COMMERCE AND
BMS**

HABIB EDUCATIONAL COMPLEX, M.H. MOHANI ROAD, KAUSA, MUMBRA
400612

www.hewscity.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2018

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The HABIB EDUCATIONAL & WELFARE SOCIETY was established by Er. MOHD SHOEB KHAN in the year 1993, who set his heart on the realization of a dream "the establishment of a mini university", catering to the educational needs of economically weaker sections of the society, especially the Muslim Minority. The **M.S. College of Arts, Science, Commerce and B.M.S** was started in the academic year 2005-06 as an undergraduate Arts, Science and Commerce College. This was just the beginning of a line of successful ventures that were to follow. The amazing speed with which one professional institute followed another was awe-inspiring. Today, the Habib Educational Empire has expanded to unimaginable dimensions. As of now, the Society runs sixteen institutes in all, not only in Thane district but also in Wada - Kudus as well.

The Degree College is affiliated to the University of Mumbai which offers courses leading to B.A., B.Sc., B.Com., B.M.S., B.B.I., B.A.F., B.Sc. (Computer Science), B.Sc. (I.T.), B.Sc. (Hospitality Studies) , M.Com and M.A. Degrees.

Vision

“The upliftment of Economically Weaker Sections, especially Muslim Minority, through quality education.”

Mission

“**Education for All**”

The College admits students with low percentage and nurture them to improve in intelligence and wit by improving their performance and honing their skills in all respects for an overall development.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Catering to the underprivileged Muslim Community Students.
2. Multi-faculty College with Arts, Science and Commerce Faculty.
3. Course at undergraduate and postgraduate level.

Institutional Weakness

1. First generation learners.

2. Non-qualified and temporary faculty members.
3. Locational disadvantage.

Institutional Opportunity

1. Potential to grow and expand.
2. Large college campus for expansion.
3. Introduction of skill development courses.

Institutional Challenge

1. Students from vernacular medium.
2. Poor awareness about education.
3. Competition from increasing institutions in vicinity.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

M.S. College is situated in Kausa-Mumbra, an upcoming suburban of Thane district, which is mainly inhabited by families of Economically Weaker Sections and Muslim Minority. In order to provide higher education to the students in the area, MS College was established in 2004 as multi-faculty college imparting instructions at both UG and PG levels.

Curriculum Design:

Being an affiliated college, the College had less flexibility in curriculum design. Some teachers have participated in workshops on syllabus revision and examination reforms.

Curriculum Implementation:

The institution has devised innovative methods of curriculum implementation for effective curriculum delivery. This includes:

- Academic Calendar.
- Daily Diaries.
- Lecture plans.
- Use of PPT and case studies.

- Field work.
- Internship for professional programmes like B.Sc. (Hospitality Studies).
- Vigilance Committee.

Certificate and Diploma Courses:

MS College was one among a very few colleges in the city of Mumbai to apply for and avail Diploma and Certificate courses to the University of Mumbai. However, in the metropolitan cities, there are a number of private institutions which provide such courses in more effective ways. Therefore, the College offers Certificate Courses in Tourism, Accounting and Taxation and Basics of Computers free of cost to its students.

Valued Added Courses:

In addition to Certificate Courses, the College also offers valued added courses in Network Administration and PC Hardware Networking to its students free of cost.

Feedback System:

The College has developed online feedback system for seeking feedback from its various stakeholders. The online feedback system has been implemented from the A.Y. 2017-18.

Teaching-learning and Evaluation

Students Enrollment and Profile:

Majority of students across all courses in the College are from economically poor background and are first generation learners.

Catering to Students Diversity:

The faculty members identify the advanced learners and slow learners during class interaction and mentoring sessions. The slow learners are trained through remedial coaching, tutorials and extra classes

Teaching-learning Process:

Teachers make use of PPTs, field work, projects, assignments, internship (Hospitality Studies) and workshops for effective teaching. The College felicitates the toppers on Annual Day to motivate students.

Teachers' Profile and Quality:

After introducing large number of courses and developing robust infrastructure, the College contemplates to enhance teachers' quality over the next five years by appointing fully qualified permanent staff. The College seeks feedback from students on teachers' quality.

Evaluation Process and Reforms:

Being affiliated college, the evaluation pattern is laid down by the University of Mumbai. The Question Papers

for all exams can be downloaded from the University Portal about an hour before the examination. The assessment of answer books for Third Year Examinations is carried out through Online Marking System. The College has introduced masking and coding system for assessment of First Year and Second Year papers.

Students Performance and Learning Outcomes

The students' performance across all courses offered by MS College is higher than the Colleges in the vicinity and is also more than the average performance at the University of Mumbai.

Research, Innovations and Extension

Resources Mobilisation for Research

The College reimburses the Registration Fees for participation in Seminars and Conferences for paper presentation to teachers. The College has set up a Research Committee to develop research culture among teachers. The Research Committee has been entrusted with a task of creating awareness among teachers about various sources of funding available for research to the teachers of self-financed colleges. Dr. Chetana Chheda, the Principal, is a recognized guide for Ph.D. and two candidates have been awarded Ph.D. under her guidance.

Innovation Ecosystem:

The college has developed good infrastructure for the promotion of research culture among teachers. This includes internet facility, wi-fi system, library facility, computer lab, e-journals, etc. The College has organized a workshop on Intellectual Property Rights (IPR) for creating awareness among teachers about IPR.

Research Publications and Awards:

Teachers are encouraged to take part in Conferences and Seminars. Eligible teachers are also motivated to enroll for Ph.D. Four Staff members have completed their Ph.D. The College gives Best Teachers Award every year to motivate its teachers to perform better and contribute to research. 11 Research papers of teachers have been published in various journals and conference proceedings.

Extension Activities:

The College has active NSS unit and WDC. The NSS unit of the College organises Blood Donation Camp, Tree Plantation Drive, Road Safety Week, Disaster Management Workshop, Save Electricity Campaign, Book Binding Camp, AIDS awareness Rally, Drug Abuse Awareness and Women Safety Week. A good number of students take active part in these activities.

Infrastructure and Learning Resources

Physical Facilities:

The College premises is spread over one and a half acre of land in the heat of Mumbra-Kausa. It is a three-storeyed building with a large campus. The College has 39 classrooms, Seminar Hall, Computer Lab, Students Co-operative Store, Girls Common Room, IQAC Room, etc. The College provides adequate infrastructure for

various indoor and outdoor games to students.

Library as Learning Resource:

The College library has a good collection of text books and reference books. There is also e-journal section and research lab.

IT Resources:

The College has a Computer Lab with 50 Computers, which are networked with one another and are connected with the internet. The premises has free wi-fi access for students and teachers.

Maintenance of Campus Infrastructure

The annual budget makes necessary provisions for proper maintenance of its infrastructure through Annual Maintenance Contracts (AMCs).

Student Support and Progression

Students Support:

The College Trust provides educational freeships to about 50 students every year. Since the year 2016-17, the College has also applied for Post-metric Scholarship Scheme for Minorities. The College provides career counseling, soft skill development programmes like communication skills, interview skills, etc. remedial coaching for weak students, bridge courses for students changing streams, yoga and meditation classes, etc. The College has Grievances Redressal Cell for timely redressal of grievances of students, teachers and non-teaching staff.

Students Progression:

About 55% of the outgoing students are reported to pursue higher studies and 8% of the students are given placement during campus recruitments.

Students Participation and Activities:

The College has constituted Students Council as per the guidelines in this regard issued by the Maharashtra Universities Act, 2012. Students are also nominated on a number of committees such as IQAC, Grievance Cell, Placement Cell, NSS, Magazine Committee, Sports Committee, Cultural Committee, etc.

Alumni Engagement:

The College has constituted Past Students Forum (PSF). The PSF meets twice a year preferably on 15th August and 26th January every year. The members of PSF take active part delivering special lectures for the benefit of students.

Governance, Leadership and Management

Institutional Vision and Leadership

It is the vision and passion of Er. Md. Shoeb Habibullah Khan, the founder, that was instrumental in shaping 9 institutions of learning for imparting education to economically weaker sections of society within a short period of 10 years. A new educational campus at Wada in Palghar, which is considered to be an Adivasi district of Maharashtra, is guided by the commitment of the founder to the cause of education.

Strategy Development and Deployment:

All strategic decisions regarding the Society and all Educational Institutions under its auspice are taken collectively in the Society meetings.

Faculty Empowerment Strategies:

Teaching staff is provided with travelling allowances and reimbursement of registration fees for participation in conferences and workshops. Non-teaching staff is entitled to PF and GIS. Students are also provided with the benefit of GIS. Periodic trainings are organized for non-teaching staff members to develop their computer and accounting skills.

Financial Management and Resources Mobilisation:

The College does not accept any donation or grants from any private or government sources. All accounts of the college are subject to internal audit conducted by an independent auditor annually.

Internal Quality Assurance System:

The IQAC has been constituted in the College during the A.Y. 2016-17 with a primary objective of completing the NAAC accreditation process.

Institutional Values and Best Practices

Institutional Values and Social Responsibilities:

The College has Women Development Cell that organises a number of activities for the welfare of women. The College has plan to install Solar Lamps in the College premises. The conventional tubelights are being replaced by the LED lights. The College premises is under CCTV surveillance. There is a provision of rain water harvesting in the College Campus. The waste, soild, liquid and e-waste, is disposed off safely as per the contemporary practices. The College premises is disabled friendly.

Best Practices:

The College has detailed two best practices:

1. Students' Empowerment.
2. Technology Driven Innovations in Teaching Learning Process.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MS COLLEGE OF ARTS SCIENCE COMMERCE AND BMS
Address	Habib Educational Complex, M.H. Mohani Road, Kausa, Mumbra
City	Thane
State	Maharashtra
Pin	400612
Website	www.hewscity.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Chetana Chheda	022-25490909	8369417738	022-25490303	mcollege0235@gmail.com
IQAC Coordinator	Nilesh Pawar	-	8356042983	-	nileshnandu28@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	Yes
If Yes, Specify minority status	
Religious	MUSLIM MINORITY
Linguistic	NA
Any Other	NA

Establishment Details				
Date of establishment of the college	30-08-2004			
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				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/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?	Yes
If yes, has the College applied for availing the autonomous status?	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	Habib Educational Complex, M.H. Mohani Road, Kausa, Mumbra	Urban	1.63	5358

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	BA,Arts	36	HSC	English	360	44
UG	BCom,Commerce	36	HSC	English	180	109
UG	BMS,Commerce	36	HSC	English	180	154
UG	BCom,Commerce	36	HSC	English	60	40
UG	BCom,Commerce	36	HSC	English	728	728
UG	BSc,Science	36	HSC	English	180	80
UG	BSc,Science	36	HSC	English	180	164
UG	BSc,Science	36	HSC	English	72	33
UG	BSc,Science	36	HSC	English	360	146
PG	MA,Arts	24	BA	English	240	1
PG	MCom,Commerce	24	BCom	English	240	99

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	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				48			
Recruited	0	0	0	0	0	0	0	0	13	18	0	31
Yet to Recruit	0				0				17			

Non-Teaching 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				10
Recruited	2	8	0	10
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				4
Recruited	0	4	0	4
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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	1	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	2	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	11	15	0	26

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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	1	0	0	1

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		9	37	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	992	6	0	0	998
	Female	497	1	0	0	498
	Others	0	0	0	0	0
PG	Male	30	0	0	0	30
	Female	70	0	0	0	70
	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	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	840	746	574	394
	Female	566	543	434	304
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1406	1289	1008	698

3. Extended Profile

3.1 Program

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

Response : 11

Number of self-financed Programs offered by college

Response : 11

Number of new programmes introduced in the college during the last five years

Response : 0

3.2 Students

Number of students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1406	1289	1008	698	627

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

2016-17	2015-16	2014-15	2013-14	2012-13
609	609	609	609	609

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

2016-17	2015-16	2014-15	2013-14	2012-13
410	243	190	214	201

Total number of outgoing / final year students

Response : 1592

3.3 Teachers

Number of teachers year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
67	53	59	55	53

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

2016-17	2015-16	2014-15	2013-14	2012-13
32	27	31	31	31

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

2016-17	2015-16	2014-15	2013-14	2012-13
48	47	47	47	47

Total experience of full-time teachers**Response : 117****Number of teachers recognized as guides during the last five years****Response : 1****Number of full time teachers worked in the institution during the last 5 years****Response : 11****3.4 Institution****Total number of classrooms and seminar halls****Response : 41****Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)**

2016-17	2015-16	2014-15	2013-14	2012-13
49.76	41.25	38.50	19.20	22.21

Number of computers

Response : 80

Unit cost of education including the salary component(INR in Lakhs)

Response : 0.0719

Unit cost of education excluding the salary component(INR in Lakhs)

Response : 0.0354

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:

Yes, the institution ensures effective curriculum delivery through a well planned and documented process:

At institutional level:

At the institutional level, the College prepares Academic Calendar on the basis of Academic Calendar of the University of Mumbai.

At Principal's Level:

The Principal convenes meeting at the beginning and completion of each Semester to plan and discuss the curricular delivery process.

At Teacher's Level:

Teachers are the main pillars who execute the curriculum at the classroom level. Teachers bring about effective implementation of curriculum through:

(1) **Lecture Plans:** Each teacher prepares a lecture plan in advance for effective planning of the lectures and timely completion of syllabus.

(2) **Daily Diaries:** Teachers also maintain daily diaries to ensure that the teaching-learning process progresses as per the planned schedule.

(3) **Identification of Advanced and Weak Learners:** Teachers identify the advanced learners and weak learners on the basis of their entry level performance and are trained accordingly.

(4) **Use of Innovative Methods of Teaching:** Teachers list various innovative methods that they use in teaching-learning process in their lecture plans. They make use of power-point presentations, conduct field visits, experiments, etc.

(5) **Continuous Monitoring the Progress of Students:** The progress of the students is continuously monitored through attendance in class, class participation, class tests and home assignments.

(6) **Monitoring of Lectures by the Principal:** The lectures of individual teachers are closely monitored by the Principal and individual teachers are given feedback to bring about improvement in their teaching-learning process.

(7) **Completion Report and Question Bank:** On completion of the Syllabus, teachers submit a Completion Report to the Principal along with a well-structured Question Bank on each topic. Teachers discuss this question bank in the class and guide students on how to plan for the examination.

(8) **Vigilance Committee:** A Three Member Vigilance Committee headed by the Vice-principal monitors the teaching-learning process on daily basis and submits a report to the Principal.

File Description	Document
Any additional information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 3

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	1	1	1

File Description	Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 52.63

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5	4	1	3	3

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years	
Response: 18.18	
1.2.1.1 How many new courses are introduced within the last five years	
Response: 2	
File Description	Document
Details of the new courses introduced	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented	
Response: 90.91	
1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.	
Response: 10	
File Description	Document
Name of the programs in which CBCS is implemented	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years				
Response: 1.64				
1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years				
2016-17	2015-16	2014-15	2013-14	2012-13
0	0	28	21	15

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

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

Various cross-cutting issues have been amply covered by the syllabus of a special paper called Foundation Course, a compulsory paper at F.Y. and S.Y. level in all three streams. The paper covers the following cross-cutting issues:

Semester – I

- Overview of Indian society – demography and disparities.
- Economic and social disparities and disparities resulting from physical and mental disabilities.
- Casteism, Communalism and Regionalism and resulting Inter-group conflicts.
- Indian Constitution - Preamble, fundamental rights and duties.
- Indian Political System and role and significance of women in politics.
- Social problems like drug abuse, HIV/AIDS, problems of elderly, issues of child labour, child abuse and trafficking of women.

Semester – II

- Liberalization, Privatization and Globalization of Indian economy.
- The Universal Declaration of Human Rights.
- Understanding concepts of Environment, Ecology and their interconnectedness.
- Environmental Degradation - Causes and Impact on Human Life.
- Sustainable Development - Concept and Components.
- Stress – Causes, Effects and Means of Stress Management.
- Causes of stress and conflict in individuals and society;
- Agents of socialization and the role played by them in developing the individual;
- Significance of values, ethics and prejudices in developing the individual.
- Types of conflicts and use of coping mechanisms for managing individual stress.
- Problems of urbanization, impact of globalisation on culture, farmers' suicides and increasing crime/suicides among youth.

Semester – III

- Human rights and their violations.
- Human rights and People with Disabilities and Elderly Population.
- Constitutional Provisions for vulnerable groups.

- Environmental issues disaster management.
- Science and technology.
- Soft skill development.
- Right to Health and Right to Education.

Semester – IV

- Rights of Consumers and mechanisms for Education and Protection.
- Right to Information – Features and Provisions.
- Projection of Citizen and Public Interest Litigation (PIL).
- Understanding Ecology and Environmental Ethics.
- Laser Technology, Satellite Technology & Information & Communication Technology.
Bio-technology, Genetic Engineering & Nanotechnology.
Competitive Exams such as GMAT, GRE, CAT, SAT, SET/NET, SSC, UPSC.
- Soft Skill requirements.
- Urban-rural Disparities in Development.

There is a special paper titled ‘Environmental Studies’ at the F.Y.B.Com. level. The paper is fully dedicated to the environmental aspects and covers the following issues pertaining to environment:

- Meaning of term Ecology and its components.
- Natural Resources, their classification, distribution, management and conservation.
- Energy Crisis – causes and means to mitigate, alternative sources of energy.
- Population – impact of high population, means to control growth of population, HDI.
- Food Resources, Food Security and Hunger.
- Impact of secondary and tertiary activities on environment.
- Tourism and factors contributing to the growth of tourism, impact on environment.
- Environmental protection movements, ISO 14000 & 16000, Carbon bank and credit.
Waste Management.

Apart from this, a number of College level Clubs and Societies, such as the following, address crosscutting issues:

- National Social Service (NSS).
- Women Development Cell (WDC).
- Cell for Persons with Disabilities (Differently-abled Persons).
- Cell for the Welfare of SC, ST and Minorities.
- Nature Club.
- Equal Opportunities Cell.

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 2

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 2	
File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking field projects / internships	
Response: 0.57	
1.3.3.1 Number of students undertaking field projects or internships	
Response: 8	
File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise A. Any 4 of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above Response: D. Any 1 of the above	
File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows: A. Feedback collected, analysed and action taken and feedback available on website B. Feedback collected, analysed and action has been taken	
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C. Feedback collected and analysed

D. Feedback collected

Response: D. Feedback collected

File Description	Document
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 percentage of students from other States and Countries during the last five years

Response: 0.29

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4	2	1	2	4

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 39.72

2.1.2.1 Number of students admitted year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1406	1289	1008	698	627

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2532	2532	2532	2532	2532

File Description

Document

Institutional data in prescribed format

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

The institution identifies the advanced learners by a twin strategy:

- By faculty member on the basis of the classroom interactions, and
- By mentors on the basis of academic performance of students.

The following initiatives are taken to respond to the educational needs of Advanced Learners:

- Faculty members motivate advanced learners by setting higher performance targets for such students.
- Advanced learners are given assignment topics commensurate to their interests and abilities.
- They are actively involved in co-curricular and extracurricular activities for all round development of their personalities.
- College events such as Sports Day, Annual Day, College Festival, etc. are planned and organized by such students under the guidance of teachers.
- These events also help them to sharpen their skills and help them to groom their personalities and make them responsible.
- The students are also involved in remedial coaching conducted for students with poor learning abilities and those who appear for the re-examination.
- Two toppers at the University Examination from all three faculties, viz., Arts, Science and Commerce are given scholarships.
- All subject toppers from Arts, Science and Commerce faculty are honoured on the occasion of the Parents-Teachers Association Meeting.
- Students have their own clubs for various co-curricular and extra-curricular activities. Some such clubs are Sports Club, Cultural Club, NSS, Nature Club,
- The College has a Students Co-operative Store which is run by the students themselves on No-Profit-No-Loss Basis.

Slow learners are identified during the course of continuous evaluation and are given special attention by the individual teachers in the class.

- Remedial classes are arranged for slow learners and tutorials and guidance lectures by experts are arranged for all students to enable them to cope up with studies.
- Bridge courses in each subject help to fill up gap between the syllabi of subjects at different levels of education.

File Description	Document
Any additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 43.94

File Description	Document
Institutional data in prescribed format	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.28

2.2.3.1 Number of differently abled students on rolls

Response: 4

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this 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:

Every decision and every activity of the College is planned keeping in mind its most important stakeholder, i.e., the Student. A number of initiatives are planned at various levels to make teaching learning, a student-centric process, in the following ways:

Initiatives to Make Teaching Student-centric:

- Preparing Lecture Plans and maintaining Daily Dairies to ensure smooth planning and implementation of lectures.
- Promoting two-way communication between 'the educand' and 'the educator' through question-answer sessions, debates, etc.
- Organising nature trails and field visits by the Departments of Botany and Zoology to teach students in the practical environment.
- Making use of the latest technology and ICT in the teaching-learning process.
- Encouraging language students to write poems and stories by the Departments of Hindi and Urdu.
- Continuously monitoring the performance of students by Individual teachers and mentors and taking necessary steps to push slow learners.
- Orienting students before examination to guide them on how to answer question papers and how to plan timings.
- Organising intra-college activities to identify, promote and hone the skills and talents of students.
 - Botanica Festival by the Department of Botany.
 - Poster Competition, Model Building and Quiz Competition.
 - Lecture Series by the Department of Commerce.
 - Visit to Historical places by the Department of History.
 - Visit to Stock Exchange by the Department of Economics.
 - Seminars by SEBI are organised by the Department of Commerce.

Support Structures and Systems to Facilitate Interactive Learning:

- Continuous evaluation system that promotes regular interactions between the teachers and the students.
- Use of class room techniques like debates, question-answer sessions, poetry recitation, delivering speech, etc.
- E-learning resources for students are uploaded on the College web-site.

Support Structures and Systems to Facilitate Collaborative Learning:

- Upgrading library, provision of a large reading room and adequate number of text books and reference books in library.
- Sports facilities such as gymnasium, badminton, chess, carrom, volley ball, cricket, etc.
- Provision of Girl's Common Room and Boy's Common Room to promote interaction among students.
- 'Student Support Services' offer a bouquet of complementary services to the students to interact and collaborate:
 - Career Guidance and Counselling Centre.
 - Counselling Centre.
 - Grievance Redressal Cell.
 - Language Centres in English, Hindi and Urdu.
 - Well-equipped Computer Lab.

Support Structures and Systems to Facilitate Independent Learning:

- Induction Training at the beginning of the Academic Year for new students provide guidance to

students about teaching-learning and evaluation system.

- Orientation of students by individual teachers about syllabus and examination pattern of their respective subjects.
- Provision of question bank and detailed discussion means and methods of answering question papers.

File Description	Document
Link for Additional Information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 65.63

2.3.2.1 Number of teachers using ICT

Response: 21

File Description	Document
List of teachers (using ICT for teaching)	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 42.61

2.3.3.1 Number of mentors

Response: 33

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

Innovations in Teaching-learning at Teachers' Level:

Teachers make use of a number of innovative practices in teaching-learning process:

- **LCD Projectors:** About two-third of the teachers make use of power point presentation in teaching-learning process. 7 Classroom and a Computer Lab are installed with Projectors.
- **Internet-based Teaching:** Some heads have been provided with computer, which can be connected to wi-fi and can be used for teaching through internet.
- **National Programme on Technology Enabled Learning (NPTEL):** Some lecturers from science stream make use of NPTEL resources in teaching learning process.
- **Concept Teaching:** All teachers begin their lectures with key concepts in the syllabus in order to provide students with strong foundation for the subject to be studied.
- **Lecture Plans:** Lecture plans for each lecture is prepared in advance so as to complete the syllabus smoothly and on time.
- **Daily Diaries:** Each teacher maintains Daily Diary of his/her activities to ensure that teaching takes place according to the lecture plans.
- **Experimental Learning:** Science teachers make use of well-Equipped laboratories, field visits, industrial visits, etc.
- **Online Journals and Books:** The library has subscribed many e-journals and e-books for the benefit of students.
- **Self-learning:** Teachers orient students in the introductory lectures by discussing syllabus and evaluation pattern and explaining key terms. This facilitates self-learning.
- **Developing Writing Skills:** Language teachers encourage their students to write short stories, poems and essays.
- **Remedial Coaching:** Remedial lectures are organised by each Department for the benefit of slow learners for every semester.
- **Bridge Courses:** Each department has developed bridge courses to fill up gaps between two levels of education.

Innovations in Teaching-learning at Institutional Level:

- **Provide Computer:** All Heads of the Departments have been provided computer to enable them to prepare their lectures and undertake research work.
- **Wi-fi Connectivity:** The College has free wi-fi access for the benefit of teachers to pursue their research activities and enhance their lecturing abilities.
- **Conferences and Workshops:** The College encourages teachers to attend workshops, seminars and conferences to enhance their knowledge and teaching skills.
- **Assistance for Research Work:** The College provides all necessary facilities to teachers for undertaking research projects.
- **Appreciation Awards:** The College felicitates teachers in its Annual gathering for their contribution to innovations in teaching and research fields.

2.4 Teacher Profile and Quality

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

Response: 64.4

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years**Response:** 7.85**2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
4	2	2	2	2

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years**Response:** 3.66

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**Response:** 0**2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 2.12

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	1

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

The University of Mumbai introduced the Credit Based Semester and Grading System (CBS&GS) in the Academic Year 2011-2012.

Under this new system, students are continuously evaluated during each semester through 25 marks internal examination which comprises of the following:

- | | |
|--|-----------|
| 1. One periodic class test | 20 |
| marks | |
| 2. Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities | |
| 5 marks | |
| Total Marks | 25 |
| marks | |

The structure of internal examinations is decided by the Academic Bodies of the University of Mumbai. Therefore, the College has less flexibility with regard to the implementation of the internal assessment

system. However, the college continuously monitors the students attendance and participation in the class for 5 marks assigned to each subject for active class participation. The system of awarding 5 marks for class participation has led to increase in attendance in the class.

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

Some of the initiatives taken by the College to ensure effective implementation of internal examinations are:

1. The College faculty is sent for workshops organised by the Board of Studies and the University of Mumbai before the introduction and implementation of reforms in the Examination process.
2. The institution has formed the following committees for the smooth implementation of the internal examination - Examination Committee, Central Assessment Programme (CAP) Committee and Result Committee.
3. The work of examination committee begins at the beginning of the term and continues even during winter and summer vacations.
4. The Committee informs all the departmental heads about the tentative date of examination so that the syllabus can be planned and completed on time.
5. The students are informed about the evaluation pattern in the Orientation Lecture and are given tentative dates of continuous evaluation and topics for assignments.
6. The mark sheets for internal assessment are given to the teachers in advance so that they can be filled in along with continuous evaluation and assessment.
7. The College follows all the norms and rules as prescribed by the University for various examinations from time to time.
8. Each examiner is required to set three sets of question papers and submit them in three different sealed envelopes, one of which is randomly selected by the Principal or the Head of the Examination Committee for printing. This is done to maintain strict secrecy in the setting of question papers.
9. The marks of students entered in the mark sheet are checked by a member of the CAP Committee before accepting the mark sheets.
10. 10% of the assessed papers are moderated by experienced faculty from other affiliated college who gives his/her remark on the quality of assessment. The moderator has a right to increase or decrease marks, if there are serious mistakes in the assessment.
11. The marks entered by the Entry Clerk in the system are checked by the members of the Result Committee and mistakes, if any, are rectified.
12. Individual entries in the final results are checked and counter signed by the members of the Result Committee.
13. The College has its own software for creating students database and internal processing of results of the examinations.

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

The University has laid down the following mechanism for redressing the grievances of students with reference to evaluation, which is applicable to all affiliated Colleges for all programmes.

- A student can apply a photocopy of his/her assessed answer book, if he/she is not satisfied with marks assigned to him/her in particular subject(s).
- A student can also apply for revaluation of his/her assessed answer book, if he/she is not satisfied with marks assigned to him/her in particular subject(s).
- A student may apply for both a photocopy of assessed answer book and its revaluation, if he/she is not satisfied with the marks assigned to him/her.

File Description	Document
Any additional information	View Document

2.5.4 The institution adheres to the academic calendar for the conduct of CIE**Response:**

Yes, the institution adheres to the academic calendar for the conduct of CIE.

The Principal convenes a Staff Meeting on the first working day to outline the Curricular and Extra Curricular Activities of the College. She also instructs the Academic Heads to prepare an Academic Calendar.

The dates of Continuous Internal Evaluation (CIE) are decided in advance and incorporated in the Academic Calendar. The internal evaluation for the first half of the Academic Year is conducted in the month of August and for the second half it is conducted in the month of February.

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

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

After Completing Bachelor of Commerce (B.Com) course, students are able to:

- To build a strong foundation of knowledge in different areas of Commerce.
- To develop the skill of applying concepts and techniques used in Commerce.
- To expose students about entrepreneurship.
- To enable a student to be capable of making decisions at personal and professional level.

After Completing Bachelors of Management Studies (BMS) Students are able to:

- Develop functional and general management skills.
- Inculcate a global mindset.
- Evaluate different business problems using analytical and creative abilities.
- Build and Demonstrate leadership, teamwork, and social skills.

After Completing Masters in Commerce (M.Com) Students are able to:

- The students will develop an ability to apply knowledge acquired in problem solving.
- Ability to work in teams with enhanced communication and inter-personal skills.
- The students will be ready for employment in functional areas like Accounting, Taxation, Banking, Insurance and Corporate Law.
- Ability to start entrepreneurial activities.
- Students will exhibit inclination towards pursuing professional courses such as CA/ CS/ CMA/CFA etc.

After Completing Bachelors in Science (B.Sc.) Students are able to:

- An ability to apply scientific knowledge for the welfare of human community as a whole.
- Pursue careers in the fields of medical, engineering, pharmacy and mathematical applications.

After Completing Bachelors in Computer Science (B.Sc.CS) or Bachelors in Information Technology (B.Sc. IT) Students are able to:

- Improve their computer literacy, their basic understanding of operative systems.
- Learn to organise information efficiently using appropriate software.
- Designing and delivering an effective presentation and developing electronic databases.
- Use the Systems Analysis Design paradigm to critically analyse a problem.
- Develop IT-oriented security issues and protocols.
- Able to design and implement a web page.

After Completing Bachelors in Arts (B.A.) Students are able to:

- Helps to understand cultural, historical, geographical, political, linguistic and environmental forces that shape the society.
- Helps the students to develop careers in literature, theatre, media, archeology and home science.

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The institution evaluates the Programme Outcomes and Course Outcomes on the basis of students progression on the completion of course, i.e.,

- Progression of Undergraduate students to Post-graduation Level.
- Progression of Undergraduate and Post-graduate students to Professional Courses.
- Progression of outgoing students to corporate world.
- Progression of Post-graduate students for research.

The assessment tools and processes used for measuring the attainment of each of the Program Outcomes and Program Specific Outcomes are as mentioned below:

- The program outcomes and Program Specific outcomes are assessed with the help of course outcomes of the relevant courses through direct and indirect methods. Direct methods are provided through direct examinations or observations of student knowledge or skills against measurable course outcomes. The knowledge and skills described by the course outcomes are mapped to specific problems on University Examination, internal exams and home assignment. Throughout the semester the faculty records the performance of each student on each course outcome. Average attainment in direct method = University Examination (75%) + Internal assessment (25%).
- Indirect assessment strategies are implemented by embedding them in Student Survey, Employer Survey and Alumni Survey. Few of the POs are assessed based on relevant developed rubrics.
- Finally, program outcomes are assessed with above mentioned data and Program Assessment Committee concludes the POs attainment level.

The tools used for the assessment of POs/PSOs and their frequencies are given below:

- At the end of each session university conducts examinations based on the result published by the University. The course outcomes are measured based on the course attainment level fixed by the program. The Direct mode is used for the same.
- Assignments are given at the end of each chapters. The assignments are provided to students, such that students will refer the text books and good reference books to find out the answers and understand the expected objective of the given problem. It is the responsibility of the concerned subject teacher to ensure that most students are able to work out the assignments honestly. The questions asked in assignments are mostly aligned with Course Outcome of the respective Subject According to the performance of the student in answering each question, mapping is carried out with the respective COs for assessing the attainment level of the specific CO of the subject are conducted. The Direct mode is used for the same.

2.6.3 Average pass percentage of Students

Response: 69.72

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 829

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 1189

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.55

File Description	Document
Database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants for research projects sponsored by the government/non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
List of project and grant details	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 3.13

3.1.2.1 Number of teachers recognised as research guides

Response: 1

File Description	Document
Institutional data in prescribed format	View Document

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0

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

File Description	Document
List of research projects and funding details	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

In order to promote research culture among young teachers to take up research projects, the College has established a Research Cell in the College. The Research Cell is well-equipped with the following facilities:

1. Computer
2. Internet facility
3. Printer
4. Books and References
5. Journals
6. E-journals

IQAC has conducted a Guidance Lecture for teachers on the topic of “Significance of Research for Teachers in the changing Era” to motivate teachers to take up research work.

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 1

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

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

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

File Description	Document
List of Awardees and Award details	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 1

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 1

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 0.16

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	3	2

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

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

Response: 0.39

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

2016-17	2015-16	2014-15	2013-14	2012-13
8	1	0	3	0

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

The College has following units for engaging various Extension Activities:

1. National Service Scheme (NSS) established in 2010.
2. Women Development Cell (WDC) since year 2010.
3. Nature Club established in the year 2012.
4. Red Ribbon Club

Various Extension Activities organised by the College during the last 5 years are:

Title of the Extension Programme	Organizing Unit	Activity/Participation
Blood Donation Camp	NSS	Approx. 65-80 blood bottles are collected every
Tree Plantation	NSS/Nature Club	200 Trees are planted in Davale Village, Mumb
Cleanliness Drive	NSS	Cleanliness drive is organized in Kader Palac Nagar Bus Stop, Mumbra.
Road Safety Week (Traffic Awareness Rally)	NSS	Rally is organized to create awareness among p Safety. Students present a Skit to promote awareness ab
Traffic Management during Ganpati Immersion	NSS	NSS Volunteers help Traffic Police in manag Ganpati Immersion.
Disaster Management	NSS	The NSS Units organized special camp to creat Disaster Management among students.
Electricity Saving Campaign	NSS	Each NSS Volunteer adopts 5 families to creat means and methods of saving electricity.

Book Binding Camp	NSS	NSS Volunteers organize Book Binding Camp to collect waste papers generated from Project Book and recycle them into books to villages in rural areas during NSS camp.
AIDS Awareness Rally	NSS/Red Ribbon Club	NSS volunteers and members of Red Ribbon Club organize a rally to create awareness about AIDS and its impact on masses in Mumbra.
Drug Abuse Awareness	NSS	NSS units organise Drug Abuse Awareness program in association with Mumbra police to create awareness among students about abuses of drugs.
Women Safety Week	WDC	WDC celebrates Women Safety week for awareness among female teachers and students about means of protecting themselves and also constitutional provisions available to women.

File Description	Document
Link for Additional Information	View Document

3.4.2 Number of awards and recognition received for extension activities from 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 /recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 45

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

five years

2016-17	2015-16	2014-15	2013-14	2012-13
9	9	9	9	9

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

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 21.39

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
229	218	196	172	186

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

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 0

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 0

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 (only functional MoUs with ongoing activities to be considered)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	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 facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

Yes, the College has adequate facilities for teaching-learning. viz., classrooms, laboratories, computing equipment, etc.

Summary of Teaching-learning Facilities in the College:

Facility	Number
Number of Classrooms	39
Laboratories (Science faculty)	3
Kitchen (B.Sc. – Hospitality Studies)	1
Practical Room (B.Sc. – Hospitality Studies)	1
Computer Lab	1
Number of Computers	80
Classrooms with ICT Facility	7
Mini-auditorium	1
Seminar Hall/Conference Room (IQAC Cell)	1
Library	1
Canteen	1
Girls Common Room	1
Boys Common Room	1
Sports Ground	Approx. 40000 sq.feet
Office	2

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

Response:

Yes, the College has adequate facilities for sports, games (indoor, outdoor) gymnasium, yoga centre etc. and cultural activities.

Summary of Various Facilities for Sports and Cultural Activities:

Facility	Number
Sports Ground	App. 40000 sq.feet
Indoor Games:	
• Carom Boards	6

<ul style="list-style-type: none"> • Chess • Table-tennis 	8	
Outdoor Games:	1	
<ul style="list-style-type: none"> • Cricket Ground • Kabbadi • Kho-kho • Dough ball Ground • Shot-put • Discus Throw • Basketball 	1	
	1	
	1	
	1	
	2	
	1	
	1	
	1	
Gymnasium	1	
Mini-auditorium	Capacity = 150	
Open Air Theatre	Capacity = 500	
Health Centre	1	

The College provides TA/DA to students participating in various inter-collegiate Sports and Cultural events.

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 82.93

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 34

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 63.41

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five

years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
22.17	17.31	18.14	19.02	18.74

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document

4.2 Library as a Learning Resource

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

Response:

Yes, the College library is automated using Integrated Library Management System (ILMS). The Library has subscribed to e-granthalaya software for automation of library services. The students and teachers are given training in using e-granthalaya software for quick access of books and references required by students and teachers.

All college books are bar-coded. There is Radio-frequency Identification (*RFID*) system in the library for identification of various books in the Library. *RFID* uses electromagnetic fields to automatically identify and track tags attached to objects. The tags contain electronically stored information. Passive tags collect energy from a nearby *RFID* reader's interrogating radio waves.

A computer has been placed at the entry level of library where students make entry while entering library.

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

Being a new college established in the year 2005, there is no collection of rare books or manuscripts in the College.

The College has a good collection of the following reports in hard/soft format for reference:

1. Census Report, 2011
2. Various Reports of Committees constituted by UGC.
3. Selected Reports of Committees appointed by RBI.
4. Selected Reports of Committees constituted by HRD Ministry.
5. Selected Reports of Government of Maharashtra.

The College has a good collection of e-journals and international data bases.

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: E. None of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 1.27

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
1.91	1.44	0.86	1.13	1.03

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: No	
File Description	Document
Details of remote access to e-resources of the library	View Document

4.2.6 Percentage per day usage of library by teachers and students	
Response: 0	
4.2.6.1 Average number of teachers and students using library per day over last one year	
File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi	
Response:	
<p>Yes, the College updates its IT facilities. At present the College has 80 computers, 7 multi-function printer, 7 classrooms with projectors and free wi-fi connectivity for students.</p> <p>The average rate of depreciation charges in IT instruments is 30%. Therefore, IT infrastructure in the College is upgraded or replaced at the end of every 3-4 years.</p> <p>The College has provided free wi-fi connectivity to students.</p> <p>The College library has an internet resource centre which provides access to students and teachers to various e-resources.</p> <p>The IT infrastructure in the College is connected through LAN.</p> <p>The College provides open source software like Open Office ORG and Open Source OS like Redhat Linux and Ubuntu.</p>	
4.3.2 Student - Computer ratio	
Response: 17.58	
File Description	Document
Student - Computer ratio	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)**>=50 MBPS****35-50 MBPS****20-35 MBPS****5-20 MBPS****Response: <5 MBPS**

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)**Response: No**

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response: 40.44**

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

2016-17	2015-16	2014-15	2013-14	2012-13
18.2	14.3	13.7	10.2	9.38

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	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:

Yes, there is an established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Hierarchy for Decision-making Pertaining to maintaining and utilizing physical, academic and support facilities with their powers in terms of maximum expenditure have been clearly defined by the Board of Trustees.

Board of Trustees	Any Expenditure above 2 Lakhs
Academic Committee	Expenditure between Rs. 10000 to Rs. 2 Lakhs
Principal	Expenditure up to Rs. 10000

Any expenditure up to Rs. 10000 can be sanctioned by the Principal. Any expenditure in excess of Rs. 10000 and up to 2 Lakhs can be approved by the Academic Committee on receiving requisition from the Principal.

All development plans requiring expenditure of more than 2 Lakhs are decided by the Board of Trustees in the Trust Meetings.

Individual teachers submit their requirements to the Principal who in turn forward the same to the appropriate authority for approval.

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 the last five years

Response: 0.1

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

2016-17	2015-16	2014-15	2013-14	2012-13
7	0	0	0	0

File Description

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

Document

[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 5.32

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
50	48	44	52	47

File Description

Number of students benefited by scholarships and freeships besides government schemes in last 5 years

Document

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling

- 3. Soft skill development
- 4. Remedial coaching
- 5. Language lab
- 6. Bridge courses
- 7. Yoga and meditation
- 8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: E. 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 4.57

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

2016-17	2015-16	2014-15	2013-14	2012-13
55	36	48	44	32

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 0

5.1.5.1 Number of students attending VET year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description**Document**

Details of the students benefitted by VET

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** No**File Description****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:** 6.44

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	44	24	1	2

File Description**Document**

Details of student placement during the last five years

[View Document](#)**5.2.2 Percentage of student progression to higher education (previous graduating batch)****Response:** 0

5.2.2.1 Number of outgoing students progressing to higher education

File Description	Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	1

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

Yes, the College has active Students Council constituted as per the Maharashtra Universities Act, 2016. The College Students' Council for each institution, conducted college or affiliated college shall consist of the following members, namely :-

1. President, elected by an electoral college consisting of students who are engaged in full time studies in that college;
2. Secretary, elected by an electoral college consisting of students who are engaged in full time studies in that college;
3. One lady representative, elected by an electoral college consisting of students who are engaged in full time studies in that college;
4. One representative belonging to Scheduled Castes or Scheduled Tribes or De-notified Tribes (Vimukta-Jatis) or Nomadic Tribes or Other Backward Classes, by rotation, elected by an electoral college consisting of students who are engaged in full time studies in that college;
5. One student from each class, elected by an electoral college consisting of students who are engaged in full time studies in that class;
6. One student each from (a) National Service Scheme, (b) National Cadet Corps, (c) Sports and (d) Cultural activities, nominated by the Principal from the students who are engaged in National Service Scheme, National Cadet Corps, Sports and Cultural activities, respectively, on the basis of prescribed criteria ;
7. One senior teacher as coordinator of the Students' Council appointed by the principal of the college and Director, Sports and Physical Education, NSS Programme Officer and NCC Officer as permanent invitees.

The members of the Students' Council are represented on the following Academic and Administrative Bodies of the College:

- Internal Quality Assurance Cell (IQAC)
- Students Grievances Cell
- Placement Cell
- National Service Scheme
- Magzines Committee
- Sports Committee
- Cultural Committee

File Description	Document
Link for Additional Information	View Document

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 18.2

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
17	16	21	17	20

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

The College has an active Past Students' Forum (PSF) .

Activities of the Past Students Forum (PSF):

- 1.The PSF organizes a get-together of its members on the occasions of 15th August and 26th January every year in the College premises. The members take active part in the Flag hoisting ceremony.
- 2.The alumni of the College deliver special lectures for the benefit of the students. Shri Mohd. Asif Sayed has conducted lectures in Spoken English for the benefit of students.
- 3.The representative of PSF is represented on the IQAC of the College. The representative of the Alumni takes active part in the deliberations of the IQAC meetings.
- 4.the College does not accept any financial assistance from private sources.

**5.4.2 Alumni contribution during the last five years(INR in Lakhs)
? 5 Lakhs**

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 8

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	2	2	1	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	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 an effective leadership in tune with the vision and mission of the institution

Response:

VISION

The upliftment of Muslim Minority students through quality education.

MISSION

“Education for All”

We admit students with low percentage and nurture them to improve in intelligence and wit by improving their performance and honing their skills in all respects for an overall development.

OBJECTIVES:

- 1.To impart quality education to all students and improve their overall personality to face the challenges of global village.
- 2.To develop the self-reliance and determination of our students so that they can respond with courage and sensitivity to personal and social issues.
- 3.To generate an awareness of women’s issues, human rights and environmental issues, so that they understand and respond constructively
- 4.To encourage Muslim students to develop their religious conviction in an atmosphere of respect for other faiths and for each individual’s personal beliefs
- 5.To foster, in our students, a sense of national identity that is secular and multicultural with respect to tolerance and respect for all religions and cultures.

Dr. Mohd Shoeb Khan, the Founder, has succeeded in fulfilling his deep desire to help the less fortunate ones who are not able to pursue higher education, especially those belonging to the “Muslim Minority Community”.

Principal Dr. Chetna Chheda is associated with the institution since its inception and has been instrumental in starting various conventional as well as self-financed courses in all three streams, viz., Arts, Science and Commerce in line with the Vision and Mission of the institution to provide courses in all faculties under one umbrella.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The work of the College is fully decentralized to various Heads of the Departments and a number of academic and administrative committees. The College has following Committees which are headed by different faculty members as under:

1. Admission Committee
2. Examinations Committee
3. Result Committee
4. Attendance Committee
5. Unfair Means Committee
6. Research Committee
7. Women Development Cell
8. Grievance Redressal Cell
9. Counselling Cell
10. Career Guidance and Placement Cell
11. Library Committee
12. Scholarship and Freeship Committee
13. College Magazine Committee
14. Purchase Committee
15. Discipline Committee
16. Anti-ragging Committee

While working on these committees, the College faculty gets acquainted with various administrative and functional areas.

Operational Autonomy to Departments:

1. The Head of the Department has a complete autonomy with regard to the planning and completion of academic activities of the respective department.
2. The Head conducts a meeting at the beginning of each semester to plan the completion of syllabus in various subjects in time.
3. The Head also monitors the lectures of the teachers in his/her department and gives them feedback.
4. The Head receives the details of students' feedback about each teacher in the Department and orients teachers about their strengths and weaknesses on one-to-one basis.
5. The faculty has the freedom to set question papers and assess answer books as per the guidelines set by the Academic Bodies of the University of Mumbai.
6. The faculty is free to make use of teachings aids, LCD Projectors, Internet, lecture notes, PPTs, industrial and field visits, nature trails, etc. to make the learning experience interesting.
7. The teachers are encouraged to undertake research projects, attend conferences/seminars and present research papers, write books and guide students for research.

The institution purely functions on democratic and participative management principles. All major decisions in the College are taken jointly by the Principal in consultation with the Heads of the Departments in the periodic meetings incorporating the suggestions made by the College Development Committee (CDC) and the Internal Quality Assurance Cell (IQAC).

The various levels of participative managements are:

1. Decisions at the level of the Principal in consultation with the Heads of Departments.
2. Decisions at the level of Departments in consultation with the teaching faculty.
3. Decisions pertaining to students in consultation with the Students' Council.
4. Decisions pertaining to Class III employees in consultation with the Registrar.
5. Decisions pertaining to admissions, examinations, etc. in consultation with their respective Committees.

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

Yes, the college has a perspective plan for development. The first perspective plan for the College was prepared in the year 2009-2010. It was decided at that time to review and revise this plan at an interval of every five years. The following aspects were considered in the perspective plan:

1. Adhering to the recommendations of the Government of Maharashtra, University of Mumbai and University Grants Commission.
2. Working relentlessly towards the fulfillment of the visions and mission of the institution.
3. Developing infrastructure – auditorium, class rooms, library, sports facilities, etc.
4. Enhancing performance of students in examinations.
5. Creating 'Centres of Excellence' in research activities in all streams.
6. Increasing students' participation in sports and cultural activities.

Second Perspective Plan (Period A.Y. 2014-15 to 2019-2020)

1. Starting the second campus of MS College at Wada in Palghar district to meet the educational needs of Adivasi population in the region.
2. To apply for NAAC accreditation for MS College and MS Law College and get both these institutions accredited.
3. To construct an additional floor in the existing building to meet the increasing requirements of new courses.
4. To appoint permanent and qualified staff in order to ensure quality in teaching-learning process.
5. To undertake new programmes of students and staff welfare such as insurance schemes, pensions schemes, etc.
6. To make use of non-conventional energy sources like Solar Energy to provide eco-friendly learning environment.
7. To make extensive use of technology in teaching-learning and administrative processes and

financial management of the institution.

File Description	Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The internal organizational structure of the institution has been attached herewith.

The College follows all the rules prescribed by the University Grants Commission (UGC), Government of Maharashtra and University of Mumbai with respect to service rules, procedures, recruitment and promotional policies.

Grievances Redressal Mechanism:

The College has constituted a Grievance Redressal Cell to redress the grievances of Students, Teaching Staff and Non-teaching Staff in an effective and time-bound manner.

1. Complaint and Suggestion Boxes have been installed in the Library and outside the Staff Common Room, which are opened at the end of every month.
2. Students and other stakeholders are also encouraged to e-mail their grievances at info@hewscity.com.
3. The Grievance Redressal Cell looks into the grievances of the students, teachers and non-teaching Staff Members.
4. The Grievances are of routine nature and therefore, are dealt with effectively at the College level in consultation with the Principal in the presence of concerned parties.
5. The College has established 'Mahila Takrar Nivaran Samiti' as per the guidelines issued by the University of Mumbai.
6. No complaint of any serious nature has been received so far by the institution from any stakeholder.

File Description	Document
Any additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: E. Any 1 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The College has constituted the following Committees for smooth functioning of the institution:

1. Admission Committee
2. Examinations Committee
3. Result Committee
4. Attendance Committee
5. Unfair Means Committee
6. Research Committee
7. Women Development Cell
8. Grievance Redressal Cell
9. Counselling Cell
10. Career Guidance and Placement Cell
11. Library Committee
12. Scholarship and Freeship Committee
13. College Magazine Committee
14. Purchase Committee

15. Discipline Committee
16. Anti-ragging Committee

In addition to the above committees, the College has Internal Quality Assurance Cell (IQAC) and College Development Committee (CDC) for ensuring quality in every activity of the institution. These Committees conduct their periodic meetings for smooth functioning of the College. Some key Committees maintain minutes of their meetings which may be produced at the time of Peer Team visit.

6.3 Faculty Empowerment Strategies

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

Response:

Being a fully self-financed institution, most of the faculty members working in the College are appointed on temporary basis. The College has issued advertisements in newspapers from time to time to fill up these vacancies as per the norms prescribed by the University of Mumbai and Government of Maharashtra. However, the response of qualified candidates to the advertisement is poor. The College is exploring the possibility of introducing the following welfare schemes for teachers:

1. Provided Fund.
2. Group Insurance Scheme.

The teachers are provided necessary support for improving their teaching-learning skills. In this regard, the College provides:

1. Travelling allowance and reimbursement of registration fees to teachers for faculty development programmes and seminars and conference.
2. Necessary teaching-learning aids such as computer, access to internet, projectors, laptops, etc. are provided to teachers on demand.

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: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of teachers provided with financial support to attend conferences,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: 0.6

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	2	0	0

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 6.26

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	5	2	0	1

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Yes, the institution has Performance Appraisal System for teaching and non-teaching staff.

The Appraisal form, formally termed as Confidential Report, contains the evaluation of teachers on the following parameters:

1. Educational performance.
2. Appraisal of personal traits, abilities and skills of teachers.
3. Appraisal of research and extra-curricular activities.

The College has a three-tier Performance Appraisal System for teaching staff. The Confidential Reports of teachers are submitted annually on 31st March of each year and are examined and verified at three levels as under:

1. Remark by the Head of the Department.
2. Remark by the Principal.
3. Remark by the Chairman of the Trust..

These Annual Performance Appraisal Forms (Confidential Report) constitute important records for the purpose of continuation of teachers for the next year.

The Confidential Reports of the teachers are further supported by Feedback provided by students on individual teachers' quality.

The Confidential Reports of Non-teaching Staff is prepared by the Registrar and are forwarded to the Chairman of the Trust for further action with her remark in annual basis.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

There is a strict internal audit check system in the college. The College makes use online software for maintaining transparency in accounts. All fees are directly deposited to the Bank Account of the College maintained with Canara Bank, Kausa Branch.

The accounts of the college are audited annually by internal auditor and a statutory auditor. The Board of Trustees appoint the auditors on annual basis in their meetings. The observations given by the auditors are duly complied with.

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)**Response:** 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Annual statements of accounts	View Document

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

The institution does not accept any donation or grant from external sources. All expenses of the institution are managed from the revenue generated from fees collected from the students. Deficit, if any, during a particular accounting year are met temporarily by the Trust. The institution charges fees for all courses as per the notifications issued by the University of Mumbai in this regard.

The College prepares annual budget in order to make optimum use of financial resources.

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 plays a key role in the quality assurance efforts within the existing academic and administrative system.

The IQAC receives inputs from every department – both academic and administrative – about their perspective plans which spell among other things, measures that would be taken for quality

assurance and upgradation. Some of the key contributions of the IQAC:

1. The IQAC prepares Academic Calendar and monitors its progress.
2. It conducts Faculty Development Programmes for Teachers and Non-teaching staff.
3. IQAC has played a key role in recommending the use of technology in admissions and accounts.
4. IQAC played an important role in planning and organizing an International Conference in the year 2016-17.
5. IQAC also takes annual feedback from various stakeholders on teaching-learning processes in the College.
6. It is on the recommendation of IQAC that feedback system in the College has been mechanised.

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

Response:

Yes, the IQAC plays an important role in planning and implementing teaching-learning processes and evaluating the learning outcomes.

1. The academic activities are planned and implemented at the Department level. The Heads of the Departments convene a meeting at the beginning of the academic year, discuss the total work load, distribute it to the faculty members so as to start lectures on the first day of the academic year and complete syllabus on time.
2. Each lecturer prepares a Lecture Plan on the basis of number of lectures specified by the Board of Studies for each module. The lecturers submit the requisition of materials, chemicals, teaching aids, LCD Projectors, etc. to the Head who in turn submits them to the Principal. The Principal forwards requisitions to the Board of Trustees for the purchase of the same.
3. The lectures of each faculty are personally monitored by the Head of the Departments on random basis and suggestions, if any, are made for improvement. The teachers are instructed to complete internal assessment as per the planned schedule, which is coordinated by the Head of the Department.

The IQAC supervises the whole process of teaching-learning in the institution. It convenes a meetings of the teaching and non-teaching staff to understand their problems and resolve same in consultation with the Principal and the Management.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 0.2

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

Year	Incremental Improvements
2016-17	IQAC was established.
	Teachers Daily Diaries and Teaching Plans were introduced.
	International Conference was organized in the College.
	NAAC Accreditation Process was taken up.
	Online Fee payment started.
	Online Accounting Software was introduced.
	Online Feedback was suggested.
	Online Admission Process was suggested.
2017-18	Online Feedback and Online Admission Process was developed.
	One new division for M.Com and B.Com were started.

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Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 7

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	2	1	1	2

File Description

Document

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

The institution has taken the following initiatives in order to ensure gender sensitivity:

Safety and Security:

- The College has a boundary wall and has no access to general public except from the main gate which is guarded by the Security Guards 24X7. CCTV Camera have been installed at all prominent places in the College.
- The College has constituted “Women Development Cell” and “Mahila Takrar Nivaran Samiti” as per the guidelines of the University of Mumbai in this regard.
- The College has not received any complaint from any female student and female teachers with regard to safety and security issue.

Counseling:

- The College has established a Counseling Cell for the benefit of students in the A.Y. 2015-16.
- A certified counselor visits the counseling unit once a week and resolves the various issues faced

by the students.

- The response to the Cell is poor. But teachers do create awareness about the role of counseling for students.

Common Room:

- The Girls Common Room is conveniently situated on the Ground Floor of the college building.
- Various facilities such as attached toilet, mirror and sanitary napkin facility is provided in the Common room.

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 40200

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 10

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 4020

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 40200

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**

- **E-waste management**

Response:

Solid Waste Management Technique:

- Segregation of dry waste and wet waste as per the guidelines issued by Thane Municipal Corporation.
- Safe disposal of waste from canteen and mess through Vermi Composting technique.

Liquid Waste Management

- Waste water is safely drained into the drainage system maintained by the Municipality which processes the water before its release into the water bodies.

E-waste management

- All types of E-waste is handed over to the vendors who buy e-wastes, repair them and make them fit for reuse in old machines.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The College practices Rain Water Harvesting for Water Conservation through two “bore wells”.

Rain water harvesting (RWH) is a technique of collection and storage of rainwater into natural reservoirs or tanks, or the infiltration of surface water into subsurface aquifers (before it is lost as surface runoff)

Of the Two Bore Wells in the College, one bore well has natural water available while the other borewell is dry. The dry borewell is used to store rain water during rainy season which is available to the College for toilets, cleaning and gardening. The rain water collected in dry borewell also helps in improving ground water level.

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Students, staff using:

1. Bicycles	Nil
2. Public Transport	100%
3. Pedestrian friendly roads	100%

Plastic-free The College campus has been declared plastic free zone.

Paperless office: Partially.

Green landscaping with trees & plant Yes

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years**Response:** 0.42

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0.3	0.1	0.1	0.1	0.1

File Description**Document**

Details of expenditure on green initiatives and waste management during the last five years

[View Document](#)**7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:**

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above**B. At least 6 of the above**

C. At least 4 of the above

D. At least 2 of the above

Response: E. None of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 9

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4	2	1	1	1

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 4

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	1	1	1

File Description	Document
Details of initiatives taken to engage with local community during the last five years	View Document

<p>7.1.12 Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff</p> <p>Response: Yes</p>

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

<p>7.1.13 Display of core values in the institution and on its website</p> <p>Response: Yes</p>

File Description	Document
Provide URL of website that displays core values	View Document

<p>7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations</p> <p>Response: Yes</p>
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File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document

<p>7.1.15 The institution offers a course on Human Values and professional ethics</p> <p>Response: No</p>

<p>7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions</p> <p>Response: No</p>
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File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 6

File Description	Document
List of activities conducted for promotion of universal values	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Yes,

The College celebrates the Birth and Death Anniversaries of the following great leaders:

Chandrashekhar Azad
Chatrapati Shivaji Maharaj
Mahatma Gandhi
Ashfaqulla Khan
Sardar Vallabh Bhai Patel
Jawaharlal Nehru
Mahatma Jyotirao Phule
Savitribai Phule
Swami Vivekananda
Babasaheb Ambedkar
Subhash Chandra Bose
Lal Bahadur Shastri
Independence Day
Republic Day
Maharashtra Divas
Marathi Bhasha Divas

File Description	Document
Any additional information	View Document

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Transparency in Admissions:

Admissions to all courses in the College are purely done as per the guidelines issued by the University of Mumbai and the Government of Maharashtra from time to time.

Transparency in Financial Matters:

The accounts of the College as audited on annual basis by an independent auditor. There is a system of internal audit in the College. Students themselves deposit fees in the Canara Bank Account of the College and all disbursements are made through cheques/NEFT.

Transparency in Academics:

The Principal exercises overall control over the Academic activities. Attendance of teachers is monitored through bio-metric entries. Regular meetings are conducted to ensure transparency in academics in the College.

Transparency in Administration:

Both offices in the College are under CCTV surveillance. No cash transactions are permitted in the office. Accounts function has been fully automated.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

BEST PRACTICE - 1

Title of the Practice:

Students' Empowerment

The Context:

Students are the major stakeholders in the Educational Institutions. Therefore, it is necessary to make them partners in the decision-making process in the educational institutions. Empowered students are motivated and committed to the institution.

Advantages of Students' Empowerment

1. Empowered students are committed to excellence in education and strive to improve the goodwill of the institution.

The Practice:

MS College has undertaken a number of initiatives in the direction of the students' empowerment. Some of these initiatives are:

1. The Principal nominates the Head of Students' Council to the IQAC as students' representatives.
2. The College establishes Students' Council every year as per the norms of the University.
3. The College has an independent Cell to look after the welfare of students belonging to economically and socially underprivileged classes.
4. The College has a special cell for addressing the grievances of students, teachers and non-teaching staff.
5. Suggestion boxes have been installed at the prominent places in the College.

Evidences of Success:

The College took a sample survey of 50 students from Arts, Science and Commerce faculty and found that there has been upward progression in their performance.

Sr. No.	Faculty	Average Credit Points		Change (
		Entry Level	Exit Level	
1	Arts (Sample Size = 50)	5.712	6.485	13.53
2	Science (Sample Size = 50)	5.232	6.289	20.20
3	Commerce (Sample Size = 50)	5.765	6.271	8.78

Conclusion:

It can be concluded from the above results that this upward progression has been possible due to effective teaching-learning and evaluation system, interspersed with the efforts and motivation of students.

BEST PRACTICE - 2

Title of the Practice:

Technology Driven Innovations in the Teaching-Learning Process

The Context:

MS College is a multi-faculty and one of the biggest colleges in Thane district in terms of number of courses offered under one roof. The total strength of the Degree College is about 1600 students. Such a large strength poses various challenges, especially, in the areas of admission, evaluation and record keeping. Therefore, the College has developed a number of ICT Modules for simplifying these processes.

Advantages of Use of Information Technology (ICT) in Teaching Learning Process:

1. **E-Admission Module:** 24X7 access to admission process.
2. **E-Alumni Module:** 24X7 registration from anywhere.
3. **E-Learning Module:** Access to lecture notes and PPTs.
4. **E-Feedback Module:** Assists in seeking feedback in a transparent manner.
5. **E-Examination Module:** Helps to generate hall tickets, quick processing of results.

The Practice:

The College receives large number of applications for all courses. To tackle this issue, all admissions and payment of fees has been made online. Also in order to promote transparency and save stationery, E-Feedback Module has been developed. E-Learning Module provides an easy access to the students to notes and PPTs. E-Examination Module helps in quick processing of results.

Evidences of Success:

The Online Modules have been a grand success. The Online Admission Module has reduced time taken for seeking admission by about 90%. Various E-Initiatives have reduced the consumption of stationery and are also saving time and efforts. E-Learning Module is a powerful medium of facilitating self-learning by students.

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

The main aim behind establishment of MS College was to promote education among Minority Students, especially disadvantaged groups among the Muslim Minority. The College has about 98% of the students belonging to the Muslim Minority with majority of them belonging to underprivileged classes. The Trust provides freeships to about 50 students every year so as to enable underprivileged students to continue with their higher education. A good number of students are provided a facility of payment of fees in installment. Recently, the Trust has established a College in Wada, an Adivasi dominated area in Palghar District, to contribute to the higher education needs of Adivasis in Wada area. All these efforts on the part of the Trust/College will definitely prove to be successful if it can contribute the cause of educating underprivileged students from Minority Community and Adivasis population which mainly needs to be educated.

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5. CONCLUSION

Additional Information :

Concluding Remarks :

The main aim behind establishment of MS College was to promote education among Minority Students, especially disadvantaged groups among the Muslim Minority. The College has about 98% of the students belonging to the Muslim Minority with majority of them belonging to underprivileged classes. The Trust provides freeships to about 50 students every year so as to enable underprivileged students to continue with their higher education. A good number of students are provided a facility of payment of fees in installment. Recently, the Trust has established a College in Wada, an Adivasi dominated area in Palghar District, to contribute to the higher education needs of Adivasis in Wada area. All these efforts on the part of the Trust/College will definitely prove to be successful if it can contribute the cause of educating underprivileged students from Minority Community and Adivasis population which mainly needs to be educated