SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SHRI VILE PARLE KELAVANI MANDAL'S USHA PRAVIN GANDHI COLLEGE OF ARTS, SCIENCE AND COMMERCE

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shri Vile Parle Kelavani Mandal's Usha Pravin Gandhi College of Arts, Science and Commerce, established in 2003, is a Gujarati Linguistic Minority self-financing college affiliated to University of Mumbai.

The college is nestled within the golden quadrilateral of four major arterial roads that connect to the western express way making it easily accessible by western railway and other public transport. The built-in area encompasses a nine storied building that comprises well-furnished, well-ventilated air-conditioned classrooms, computer and electronics laboratories, pre-production studio, an Audio-Visual laboratory, state-of-the-art auditoriums and the administrative office. The library lends itself to a quiet and reflective ambience for the students and the faculty members. It stocks 6025 books, 19 magazines , 6 journals, e resources and NLIST Subscription. Library Automation is completed using KOHA open source Software and has facilities like WIFI, 3M security gate, Air Conditioned and CCTV Surveillance.

The College uses SAP for automation of processes like Financial Management (FM), materials Management(MM), Human Capital Management(HCM), Project System(PS), Students Life Cycle Management(SLCM) which includes admission , academics and examination system.

Codes of conduct and professional ethics guide all stakeholders of the college that rests on principles of integrity, accountability, inclusiveness, commitment and sustainability. All stakeholders work to accomplish the institutional policies and practices that are aligned to the Vision and Mission of the college. The college has a well-structured system of mentoring students that provides proper guidance to choose the right career path and become confident, emotionally secure individuals. The college inculcates social responsibility through outreach programmes organized by NSS, WDC, DLLE, SOU and Rotract Club of the college. This enhances students' social awareness and sensitivity towards the upliftment of the underprivileged sections of society. The college imparts quality education by empowering women, so that they recognize and fulfill their roles and responsibilities as equal contributors towards nation building.

With an aim to bridge the gap between industry and academia the college regularly collaborates with various industries, business houses and institutions of excellent repute. The college has been recognized as one of the premier institutes offering quality education by various Government and non-government organizations.

Vision

"To be one of the country's premier educational institutions that helps students to gain contemporary knowledge by innovating, adapting and resetting learning as a more accessible, digital and collaborative experience."

Mission

1. To facilitate global exchange initiatives and collaborations.
2. To enhance life skills by providing value based education.
3. To foster the scientific sprit of inquiry and strengthen innovation based learning

4. To encourage connectivity between research, technology and employability

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

"The purpose of education is to make good human beings with skill and expertise. Enlightened human beings can be created by teachers".

With an asset base of over 1700 students, the institution is commitment to nurture and grow young minds in a humane environment.

Created under the highly reputed umbrella of Shri Vile Parle Kelavani Mandal, having under its aegis a host of established institutions committed to education, the strength of the institution lies in inclusive form of education.

With a host of qualified faculty dedicated to teaching and creating knowledge, the institution's steadfast belives in transforming young minds and building them for their professions, leadership and the Global society.

The institution has a host of student and faculty bodies like CDC, IQAC, ICC, WDC, DLLE, NSS, Student Council, Alumni and Rotaract to address all concerns to their robust growth. The Internal Quality Assurance Cell, plays an active role in monitoring, augmenting to sustain the overall quality of the institution. Every stakeholder participates in the decision making process.

Industry linkages for Internships, Workshops, Seminars, Collaborative activities takes place with reference to field visits, Industry Academia exchange and MOU's with various instutions of repute.

Not limiting to only imparting knowledge, the institution additionally recognises the value of a sustainable future and foster a culture of eco-friendly practices within and outside the premises through a of Green initiatives like:

- Waste management
- Beach cleanup drives
- Solar panel
- Sensor lights

With the rapid global changes, the quest to disseminate knowledge using digital technology is unparalleled. Automation of processes through SAP modules for administration, Oracle for HRM module and student portal for teaching, leaning and assessments enhances the stakeholder's experience.

Dynamic collaboration with centralized Placement Cell, creates an excellent platform to offer opportunities for the employability of the students and also equips them with ongoing soft skills sessions.

In the changing world where innovative job descriptions include a host of diverse skills, the institution conducts varied short-term courses to add dynamism to the knowledge base of students.

Strategically located, the Institution offers state-of-the-art infrastructure and a family of diverse students,

competent faculty and warm staff.

Institutional Weakness

Although critical to the growth of institution, being reasonably young, there is limitation of grants for Research provided by the University.

The space constraints within the Institution creates another hurdle, which the institution has to contend with, while augmenting our academic offerings.

Convoluted administrative processes cause impediments in the mobilization of funds for a concrete Alumni Base.

Institutional Opportunity

A major leap in the quality of education and performance can be achieved through Autonomy. An effective education model more aligned to employability can be achieved through the liberty of designing the curriculum. Autonomy also provides the freedom to choose a more efficient system of student evaluation, beyond conventional grading systems.

Academic Collaborations with International University tie-ups for niche programs have the potential to add tremendous value, adding exposure and experience to a student. It equips them for a better future globally.

Offering online programs is another tremendous opportunity, which helps an Institution to spread its wings globally with Niche programs. It also extends the benefit to a student to study at reduced costs and on their time, thus creating a win win situation for all.

To create awareness among students about conservation of natural habitat for a safe future, active participation in rejuvenating the green corridor of Maharashtra would go a long way in making them responsible citizens.

Institutional Challenge

Within a structured curriculum, to make a subject more comprehensive in order to align it to the ever changing demands of the Industry.

Even if the Institution meets the course-wise workload requirements as per the University directives the average teacher- student ratio continues to remain very high.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college is affiliated with the University of Mumbai and follows the curriculum mandated by the University. The curriculum is delivered in a well-planned manner with an academic calendar prepared by the IQAC. At the departmental level, a program-wise timetable is prepared. Teachers prepare their course-wise teaching plans to ensure that students are delivered the curriculum promptly on time. The college implements many innovative practices to bring about the holistic development of the students and to achieve the curriculum outcomes. The college utilises its robust ICT infrastructure to make sure comprehensive delivery of the curriculum takes place. The college implements blended learning through Smart Boards. Microsoft Teams has been used to conduct online lectures, assignments and internal examinations. The college provides Ezproxy e-resource to students and has a well-equipped library, studio and IT laboratories to supplement the curriculum. There is an emphasis on experiential learning, field visits, internships and project-work as learning aids. Guest lectures, seminars, workshops, value- added courses and certificate programs are conducted to bridge the gap between industry and academia. Several internal evaluation tools such as home assignments, quizzes, internal tests, presentations, projects, reports, viva-voce, practical's, case study analysis, role plays, and demo projects are utilised to promote higher order learning. Student Portal is utilised by the teachers to upload internal assessment grades and to share learning material and resources with students. Teachers from the college are involved in University paper setting, assessment, evaluation and curriculum development through participation in the Board of Studies. The college also ensures academic flexibility by offering electives to students.

Ethical values, gender sensitivity, human values and environmental consciousness being imparted through the curriculum and specific courses and activities are undertaken throughout college that aims to integrate these aspects. Teachers mentor the students and conduct remedial lectures to assist the students. Career guidance and counselling are provided to students.

The college conducts regular curriculum feedback by administering a questionnaire to the stakeholders such as students, teachers and alumni. Based on the feedback received, the college takes adequate steps to bridge the gap and address any concerns raised therin.

Teaching-learning and Evaluation

Keeping in view the student's holistic development, UPG college ensures that their intellectual, social & emotional needs are taken care of. Since all students have different learning levels & needs, it becomes important that special programs are designed to cater to their requirements. The first-year students of all courses are administered a course preparedness test at the beginning of the term in the first semester. Course-wise assessments of all students are done and three categories of students are subsequently made viz. those preferring fast pace of teaching, those preferring slow pace of teaching & those who have difficulty in memorizing information. Based on the student responses, students are categorized into the three aforementioned categories. Extra and remedial lectures are conducted for the slow learners in the subjects they require extra coaching. The third category of students are those who have difficulty in memorizing information. Memory retention and recollection activities are conducted for these students such as techniques of focusing attention and how to organize and structure information, utilizing mnemonic devices etc. In terms of ICT infrastructure, the college offers state of the art facilities. All departments are given laptops, desktop computers and well-equipped electronic and computer labs as well as separate projectors. The college offers one of the best studios along with a Chroma setup, editing room and recording room for students. The various ICT tools include SVKM WIFI, student portal, SAP, smartboards, Ebrary, Databases, Inflibnet etc. During the pandemic, MS Teams platform was used extensively for teaching, learning and assessment purposes. With regards to internal examination, continuous assessment evaluates a student's progress throughout the semester. The marks allotted for the internal assessment are 25 in which, 20 marks are earmarked for the tests/assignment/projects

while 5 marks are allotted for class participation and attendance. For the different courses, different types of assignments and projects are designed keeping in mind the program and course objectives. For the external examination, barcoding is done to ensure complete transparency and objectivity. Faculty member's feedback is regularly conducted wherein students give feedback on various parameters. This helps the teachers to incorporate suggestions and improve teaching.

Research, Innovations and Extension

Since the first NAAC cycle, the college has progressed in Research Innovation and Extension. In the last five years, the college has organized more than 50 seminars, workshops and conferences. Each department organizes a national/international conference once a year. Faculties have published several books and chapters with reputed international and national publishers like Jon Wiley, Dream Tech Press, Sybgen, Springer etc. Some of them have been prescribed as textbooks and reference books in several universities across India. Faculties have also published papers in conferences and journals including IEEE, Springer and others included in the UGC-CARE list. The college has a digitalized library with e-resources, remote log ins, access to research databases, journals, periodicals etc for aspiring researchers. They are trained to utilize analytical software and plagiarism checking software for improving their research standards.

To inculcate the research culture amongst students, research workshops along with other training programs have been regularly conducted. Faculties have been actively participating in research conferences, paper presentations and publications. The college has organized Intellectual Property Rights seminars every year where eminent lawyers and practitioners have been invited. Several MOUs have been signed to bridge the gap between industry and academia. Students avail the benefits in the form of internships, training programs, field trips and industry mentoring. Institutional MOUs with international Universities have been signed like Vancouver Film School, Ohio University, and Jönköping University, Sweden. One of the faculties has received a sanction for a financial grant for a minor research project from Mumbai University.

The college aligns with its visions and goals in terms of its social commitment and through various committees like NSS, Rotary club, DLLE**,** engages in several programs related to social upliftment, health care, up-skilling and environmental care. The blood donation drive, yoga workshops, Swach Bharat activities and tree plantation are the flagship events of the NSS unit, which are conducted regularly throughout the term. Under the green initiative of the institution, various co-curricular activities are also conducted such as Green walks, RUR (Re-Use and Recycle), taking industrial visits and raising awareness towards energy conservation.

Infrastructure and Learning Resources

UPG College is progressive, generous and endeavours to provide facilities keeping in mind the changing needs and the new programs introduced by the college.

The campus area of the college is 13279.50sq.mt. spread across three floors. UPG College has 16 classrooms

and a seminar room, two computer laboratories, one electronics laboratory and two studio rooms for smooth academic functioning. The air-conditioned studio room has a seating capacity of 30 students, used for editing, recording and dubbing films, holding guest lectures, student presentations, seminars, debates, workshops etc. The infrastructure provides easy access to differently-abled people thereby making it inclusive. A biometric flap barrier machine has been installed for recording the attendance of students and staff.

The teaching block has well-appointed and spacious ICT-enabled classrooms, tutorials and department rooms. All classrooms are air-conditioned, Wi-Fi enabled and upgraded to a virtual learning platform with smart boards to support the virtual classrooms along with a public addressing system. All classrooms have state of the art facility. All computer systems are upgraded every five years as per the management policy to the latest Windows operating system to support the latest software application.

The College library is available to students, teachers and non-teaching staff members during regular office timings for offline and online access to a plethora of reading material. Various facilities like Open Access, RFID Gate, CCTV, air conditioner, and WIFI are made available. Turn-it-in software is used by students and faculties for plagiarism checks. Stock verification is done every year using a barcode scanner, an RFID gate at the entrance and tattle tape inside each book is installed for security measures.

During pandemic situation, the college used licensed MS Teams LMS for delivering online lectures and practical’s. Apart from online connectivity, the college also incorporated online feedback, evaluation and analysis system with total digitalization for efficient resource utilization.

The career guidance and counselling centre assists students to make and implement informed educational and vocational choices. Several guest lectures, debates, pre- placements talks, seminars, college festivals, FDP and conferences are organized in Seminar Hall, JJH & Mukesh Patel Auditorium.

Student Support and Progression

Shri Vile Parle Kelavani Mandal’s Usha Pravin Gandhi College has always believed in providing an innovative learning platform for students digitally and collaboratively. It has always empowered students with contemporary knowledge and in offering Institutional scholarships for academic excellence in addition to the government free ships available to the students. Many students have availed this funding support over the last five years, thereby enabling easy access to higher education. The institution has always given impetus to capability enhancement schemes of Soft skills, Life Skills, Language and Communication and Information Communication Technology (ICT). The college has excelled in providing a cohesive teaching learning experience to their students.

To guide students for further education, the college offers Career Counselling sessions to students regularly. Students can avail the facility of the on-campus counselor and doctor during college working hours. The college also provides an avenue for students grievances and timely redressal of complaints of any nature that can be addressed on such a platform.

The college has an active placement cell to ensure that opportunities for training and employability are provided to deserving students. With the objective to focus on overall professional growth for each student, the college regularly invites various multi-national companies like Morgan Stanley, Deloitte, Infosys, Capgemini and JP Morgan that have also provided placement opportunities in the past to the students.

The college also facilitates students' representation and engagement in various co- curricular activities through a formal student council body that gets elected annually by the active participation of all students. The college has organized various co-curricular sports and cultural activities on the campus. The students have participated in various prestigious cultural events like IIT's Mood Indigo, University's Youth Festival for the overall development of the students.

Students actively participate in extension activities through NSS, DLLE, WDC that enables them to develop their overall personality and succeed in making their contribution towards society. The Alumni association is also a registered body that provides a platform for former students to contribute and connect with the college and improve industry academia linkages.

Governance, Leadership and Management

The vision and mission of the college is inclusive and futuristic. They serve the needs of society by providing quality education through optimum use of ICT.

The governance comprising of IQAC, CDC, SVKM OB, SVKM MC play a significant role in positioning the college among the best and provide the administrative support for effective functioning, delegating power through strategic policies. The Principal of the college is assisted by course coordinators, administrative heads, faculty heads of various cells and committees that support the decision-making process.

The IQAC of the college has a process in place to ensure quality benchmarks of academic and administrative activities. The IQAC has framed the quality policy as per the needs of the industry, society and other important stakeholders. Regular SOPs and policy-making initiatives are taken by IQAC to smoothen the process. The college has a perspective plan developed by the principal, registrar and course coordinators with suggestions of IQAC, under the guidance of the CDC and college mentor. The deployment of the quality policy is done by providing state-of-the-art infrastructure, an excellent learning environment and healthy work culture. Student surveys, suggestions and feedback from all the stakeholders play an important role in framing future policies.

The college recognizes the importance of the dedicated faculty in realizing its vision. The HR follows a strict policy for recruitment of competent and qualified faculty by following University implemented policies. Faculty are encouraged to acquire higher qualifications and engage in research activities, collaborative work, and linkages. Medical insurance facility for faculty, staff and their family members has been provided.

The account section of the Institute looks after all the planning activities related to financial matters. Based on the requirement of various course coordinators, the accounts section prepares an annual budget and after approval of OB, the budget is allocated to respective departments. In case of a deficit of financial resources, parent trust SVKM supports all academic and administrative needs.

The IQAC constituted in 2014, extends to all the matters of the Institute in providing support on quality initiatives in matters related to academics, research and administration.

Institutional Values and Best Practices

The college has always strived to promote gender equity through successfully conducting various events in gender equity with the help of its Social Outreach Unit, Women's development cell, DLLE, NSS. The college has also conducted gender audit. Various bodies including the University of Mumbai have recognized the College's contribution in women empowerment and gender equality through training, special programs and outreach. The college places a strong focus on innovation and collaborative learning as its foundational core.

Environmental sustainability initiatives include solar energy installations, LED lighting and sensor based LEDs. The college has implemented degradable and non-degradable waste management through liquid waste, e-waste and dry waste management systems. The college has also implemented systems to harvest rainwater and has ground water facilities that maintains water bodies across the campus. The college has conducted waste audit in its campus.

The campus has restrictions on automobile use and banned plastic use since 2017. The college had won the best green campus award from Nature Science Foundation, Coimbatore, for its green initiatives. The Nature Science Foundation has conducted Green Audit, Energy Audit and Environment Audit in the college campus and has also awarded the college for the "Best Green Campus". The college has special provisions for Divyanjan that includes scribes, signage, display boards, disable friendly washrooms, ramps and lifts for easy access to the classrooms and various facilities across the college campus.

The college has always worked towards tolerance and spirit of inclusiveness through various national events celebrated across the college campus throughout the year. To emphasize education for life, the college organizes various events of national and constitutional importance to sensitize students about their fundamental values, rights and duties. The College has a code of conduct that establishes standards of professional demeanour. UPG unfailingly celebrates days that promote the spirit and beliefs of national heroes and freedom fighters.

The comprehensive digitalization of academic and administrative processes stands out as the area of distinctiveness of the college, whereas Vocation Specific career guidance for national and international locations turns out to be the best practice.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI VILE PARLE KELAVANI MANDAL'S USHA PRAVIN GANDHI COLLEGE OF ARTS, SCIENCE AND COMMERCE
Address	Bhakti Vedanta Swami Marg, JVPD Scheme, Vile Parle (West)
City	Mumbai
State	Maharashtra
Pin	400056
Website	www.upgcm.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Anju Kapoor	022-42332041	9820306613	-	upgcm.principal@upgcm.ac.in
IQAC / CIQA coordinator	Smruti Nanavaty	022-42332044	9820588518	-	smruti.nanavaty@upgcm.ac.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Linguistic
Any Other	

Establishment Details	
Date of establishment of the college	16-06-2003

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 autonomydoc_1646985993.pdf
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	Bhakti Vedanta Swami Marg, JVPD Scheme, Vile Parle (West)	Urban	3.2	13279.5

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,Department Of Arts	36	HSC	English	144	125
UG	BA,Department Of Arts	36	HSC	English	144	122
UG	BSc,Department Of Information Technology	36	HSC	English	144	128
UG	BMS,Department Of Management	36	HSC	English	144	127
PG	MA,Department Of Arts	24	UNDERGRADUATE DEGREE	English	72	61
PG	MSc,Department Of Information Technology	24	UNDERGRADUATE DEGREE	English	48	42
PG	MCom,Department Of Management	24	UNDERGRADUATE DEGREE	English	72	65

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				25
Recruited	0	0	0	0	0	0	0	0	10	14	0	24
Yet to Recruit				0				0				1
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				25
Recruited	0	0	0	0	0	0	0	0	10	14	0	24
Yet to Recruit				0				0				1

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				25
Recruited	15	9	0	24
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				25
Recruited	15	9	0	24
Yet to Recruit				1

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				3
Recruited	3	0	0	3
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	3	0	0	3
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	7	0	11
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	0	0	5	5	0	10
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	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
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	52	47	0	99

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	589	74	0	0	663
	Female	714	69	0	0	783
	Others	0	0	0	0	0
PG	Male	163	1	0	0	164
	Female	152	1	0	0	153
	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	441	413	417	359
	Female	552	545	505	456
	Others	0	0	0	0
Others	Male	340	305	274	243
	Female	405	391	357	309
	Others	0	0	0	0
Total		1738	1654	1553	1367

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The underlying philosophy of promoting Multidisciplinary Universities is laudable as students are free to choose courses from different disciplines, which not only gives them a liberal outlook through diversified exposure but also helps them to imbibe critical thinking skills and a well-rounded personality. At SVKM's UPG college, Business Management program is in itself an inter-disciplinary field as it combines disciplines like accounting, economics, statistics and psychology and IT to comprehend complex production and supply chain issues ,manage customer satisfaction and take strategic business decisions. The New Education Policy (NEP) will hopefully help Indian educational institutions to create critical thinkers who can think out of the box to solve issues, utilizing the breadth and depth of learning from their education. Suggestions in the policy, such as the creation of model public universities for holistic and multidisciplinary education and the abolition of single-stream Universities in a phased manner, are meant to make Indian universities competitive with the best universities in the world. The college will focus on value-based education and emphasize on Global Citizenship Education (GCED) to help develop students who are aware of global issues, as well as increase the employability of Indian graduates and create independent-thinking ethical citizens. The flexibility to choose subjects from sciences and humanities with the ability to learn fine arts and sports will give students a wide range of subjects to choose without the restrictions they faced earlier. With creative combination of subjects, varied curriculum, flexible options, and multiple entry and exit options during the undergraduate course, students can explore their areas of interest and also choose careers of their choice. To achieve this the college will need to be put in place, training of teachers and faculty through a focused process and planned manner and upgrade their skills and knowledge so as to be in the know-how of cutting edge pedagogy and ways of delivering high quality content. The objective is to have students entering the industry to be generalists with relevant depth of their chosen discipline.
2. Academic bank of credits (ABC):	Academic Bank of Credit is a move towards the internationalisation of our higher education system

	and making our institutions more global. Academic Bank of Credit has been envisaged as a digital bank that holds the credit earned by a student in any course. It is a major instrument for facilitating multidisciplinary and holistic education and multiple entry and exit in higher education. In this the college will provide a student to be an academic account holder to whom the Academic Bank of Credits will provide a variety of services including credit verification, credit accumulation, credit transfer or redemption and authentication of academic awards. The main objectives of ABC includes: • Promotion of student-centric education; • Focus on learner-friendly teaching approaches; • Implementing an inter-disciplinary approach to education; • Allowing students to learn the best courses of their interest; • Enabling students to learn at their own pace. The courses include online and distance mode courses offered by the government and institutes. The validity of these academic credits earned by students will be up to seven years and students can redeem these credits and can seek admission directly in the second year at any university. The Importance of Academic Bank of Credit (ABC) would include: • An increase in the student's freedom in choosing their courses and academics. • Enabling the student to drop out in any year and then exchange the credits earned so far with a certificate/diploma if they are eligible. • They can redeem the credits and re-join the same or any other institute in the future and still continue their education. • The institutes cannot keep the students in the courses against their will to earn money
3. Skill development:	The NEP 2020 has envisioned to make the youth Atmanirbhar through skill-based education and thus make the country Atmanirbhar Bharat. The plan is to expose students to hands- on training in vocational skills like carpentry, plumbing, electrical repairing, horticulture, pottery, embroidery, etc. To follow the skill-based model of education, vocational courses are under the spotlight now in a bid to make the Indian youth skillful, employable and self-reliant. The National Education Policy (NEP) 2020 envisages curriculum integration of essential subjects and to achieve this, the Ministry of Skill Development and Entrepreneurship has initiated a pilot project on Hub and Spoke model. In Hub and Spoke model, Industrial Training Institutes (ITI)/ Pradhan Mantri

	Kaushal Kendras (PMKK) will be leveraged as hub of vocational education and training (VET); with this synergy, the school students would be exposed to the wide range of possibilities available in the world of work in their respective fields and learn on latest technologies available in the ITIs. SVKM’s UPG college will connect with the ITI’s for MOU’s so that more trainers from there can provide skill training to the students. The college will also provide internship opportunities with local industry, businesses, artists, crafts persons, professionals etc. Hence, the vision of the NEP to renew focus, to promote creativity and curiosity among young minds to make the curriculum of schools & colleges more skill-oriented, thereby, leading to a transformation of our youth into tangible global resources, will be applied across all courses in the college. Further impetus to Government's Skill India campaign will require to establish a strong work culture equipped with better skills including life skills, problem-solving skills, critical thinking, scientific vigor, etc to meet the challenges of the times ahead.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The NEP seeks to instil in students a rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions. The vision of the policy is to instil among the learners, a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen. The aim of education in ancient India was not just the acquisition of knowledge but a complete realisation and liberation of the self, The pursuit of knowledge, wisdom and truth was always considered in Indian thought and philosophy as the highest human goal. We first need rigorous study of the same and to reconnect with the traditional Indian languages. At UPG college, teaching faculty can be encouraged to do this by creating new curricular and text books in many languages and also create a praxis of habits, rituals and festivals to create awareness amongst the students. The holistic development of learners based on opinions, discussions and debates on diverse issues through analytical and not on rote learning shall also be undertaken by the college.

	Training the trainers and using the infrastructure to its optimal will be a prerequisite for effectively multi-lingual suggestions as made by NEP 2020. The college will take steps towards organising seminars, sensitization drives, discussions and debates towards changing mind-sets for accepting the need for multi-disciplinary existence and integration of vocational components to combat future existential crises. The college will work towards transforming the present –day silos of specificities into multidisciplinary centres of learning as inspired by the ancient wisdom of promoting exposure to arts, commerce, law, language, literature, culture, theatre, music, logic, sports, medicine, yoga, psychology, philosophy etc.
5. Focus on Outcome based education (OBE):	While the traditional education system focuses on what is taught, outcome-based education places emphasis on what is learned, and this distinction is very important. The latter is a student-centric model that incorporates real-world scenarios into the mix. The knowledge, skills and attributes that students take away at the end of a program or course are more valuable than what or how, something is taught. Outcome based education is a pedagogical model that entails the restructuring of curriculum, pedagogy and assessment practices to reflect the achievement of high-order learning, as opposed to a mere accumulation of course credits. While in a traditional education system, students assemble under one roof at a particular time to be instructed by a teacher and after the completion of a lecture, learners interact with peers or clear doubts with faculty members. In outcome-based education, on the other hand, the education system gets built on specific outcomes. It focuses on the skill sets the students will acquire following the completion of their studies. Activities in or outside the classroom are designed in a manner so as to help students achieve these outcomes. At SVKM’s UPG college every course already incorporates this philosophy by using novel teaching aids like case study methods, experiential learning and hands on practical teaching by industry professionals. In the immediate future the college will incorporate the Course Outcome (CO), Program Outcome (PO), Program Specific Outcome (PSO) and Program Educational Objective (PEO) to understand exactly what students are expected to accomplish, post their course or program

	respectively. This college intends to reflect the same in the quality of teaching and delivery, across divisions and departments, where faculty may adjust their focus more appropriately. By introducing outcome-based education, students will be empowered to choose what they would like to study and how they would like to study it. This clarity will help the students to adapt to his strengths and weaknesses, as well as provide sufficient time to attain proficiency and fluency in the subject matter. Eventually, the model shall allow the learner to transfer his or her credits and switch to another institution that is accredited with the outcome based education syllabus. Some caution will have to be exercised while using the outcome based education approach in subjective courses like arts versus the sciences; as also more clarity would be needed with its instructional design and assessment of the outcomes. A better understanding of outcome-based education will hold the college in good advantage since, students will be required to navigate an ever-changing global landscape. SVKM's UPG college will work with the increasing number of students seeking newer skills to propel their careers further. It will also provide more options for vocational training and after the college achieves autonomy plan to introduce more flexible degrees as envisioned in the NEP 2020. The training of teaching faculty would also prepare them to evolve from their roles as disseminators of knowledge to facilitators of knowledge.
6. Distance education/online education:	NEP 2020 emphasizes the creation of virtual labs wherein students can practice their theoretical knowledge and make course content available in different languages. The newly renamed Ministry of Education proposes to set up a dedicated unit for promotion of digital learning. Online learning is a modern way of studying. It utilizes the Virtual Learning Environment (VLE) – such as Moodle, Collaborate or Blackboard to share multimedia lectures, have discussions, send student resources, and conduct exams. The lectures are pre-recorded or are held live. It is a more interactive teaching method where the teacher and student often meet through the digital medium. The VLE is like a communication medium or an interactive learning tool through which group projects, discussion forums and quizzes are

	held for the benefit of peer interaction. During the pandemic in 2020, the college was compelled to move to distance education platforms and the benefits of this system shall be continued to be used so far. However, since we are affiliated to University of Mumbai, we cannot use the distance education format for any of our courses. However, the college plans to follow a path of blended teaching format, combining face-to-face classroom time with online learning experiences especially for the post graduate courses. Since every programme at UPG college is unique and different, it will require different attributes in varying proportions to make it blended. Online learning is also fast becoming the order of the future, with the world now moving towards virtual universities (VU).Everything is organised online including experiments that are conducted through remote labs and haptic devices. This was used effectively by the BSC IT and MSC IT courses at the college during the pandemic. Artificial intelligence (AI) would also make education personalised by taking into consideration each student’s strengths, shortcomings and interests. Instead of treating all students in a class as one, it segregates slow learners and provides additional material as per need. The use of hologram technology, which has now become a reality, will enable eminent professors to deliver lectures across the world in different languages simultaneously. Learning management systems, driven by AI, supports delivery of online learning and acts as a platform for online content and courses, both in synchronous and asynchronous modes. LMS also includes intelligent algorithms to make automated recommendations for courses based on a user’s skill profile as well as extract meta-data from learning materials in order to make such recommendations even more accurate. These learning strategies will be a standard method of instructional delivery in the new academic year and especially if designed and implemented through careful planning, time and practice, it can be a great tool in the teaching learning process at UPG college

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
291	273	265	248	200

File Description	Document
Institutional data prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
7	7	7	7	7

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1738	1654	1553	1367	1188

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
290	290	290	270	270

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
619	561	502	423	360

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
26	28	27	22	22

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
28	30	27	25	23

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 17

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
512.37	631.40	667.06	597.86	623.60

4.3

Number of Computers

Response: 135

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institution plans effective curriculum delivery in the following manner - The academic calendar is prepared by IQAC at the start of each academic year in line with academic calendar of University of Mumbai. Before the commencement of each semester, courses are allocated to the faculty members in the departmental meeting. The coordinators prepare the time table for each semester in line with the institute's academic calendar while the faculty members prepare teaching plans. The time table and teaching plans are reviewed by IQAC and submitted to the Principal for approval. On approval by the Principal, the time table is uploaded in the ERP for maintaining records of attendance and lectures conducted. The time-table is shared with the students through website and notice board. Teaching plan is also provided to the students. Programme outcomes, Programme specific outcomes and Course outcomes are well-structured and communicated to the students in class as well as on the website. Feedback on the curriculum is undertaken each year and analysed thoroughly based on which action is taken at the department level to enhance learning outcomes. To ensure academic discipline and for effectively imparting the curriculum, attendance reports are generated every month through ERP and monthly defaulters list are displayed on the notice board. Regular attendance hearings are organised and attendance of students is rigorously monitored.

For overall development of students, soft skill sessions are conducted. To bridge the gap between industry and academia, regular guest sessions, master classes, seminars, industrial visits, field trips and workshops are organised by the departments throughout the year. For blended learning, smart boards and Microsoft teams are used for online delivery of lectures. The latest software are used for practical papers in a well-equipped IT laboratory, library and studio. Library is replete with all the latest edition of books and other learning resources. E- Resources are easily made accessible to students for convenient learning. Programme preparedness test is conducted to identify the learning level of a student and help is provided accordingly. Respective teachers conduct remedial sessions after identifying slow learners. For extra reading material, teachers regularly make notes, presentations and case studies, which are shared with the students. Links of the course related topics and modules are sent to students to keep them informed about the current industry trends. To gauge the learning outcomes of the course taught in the class, regular quizzes, internal tests, assignments, projects are conducted and administered. Academic counselling is provided by teacher mentors under mentorship program. For upgradation of faculty members' knowledge and skills, they are encouraged to participate in orientation, refresher and faculty development programs and undertake certifications. Various MOU's and linkages are signed with corporate houses for student's internships and practical experience. To encourage departments and to evaluate their education quality processes, academic audits are conducted.

Through all these processes, the institution ensures an effective curriculum delivery in a well-planned and documented manner.

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

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

Response:

The college IQAC prepares an academic calendar before the start of each academic year through which curriculum is delivered and internal exams are conducted. Since the college is affiliated to University of Mumbai, the college IQAC prepares the academic calendar in sync with the university academic calendar. The academic calendar is displayed on the notice board for reference of the students and staff and is also uploaded on college website to be accessible to all stakeholders. The academic calendar gives teaching-learning schedule and information about holidays. It has the start and end date of each semester and details about Diwali break, winter break and summer vacation. According to the exam schedule of the affiliated university, the college adjusts the academic calendar for the examinations in various courses. The college follows its academic calendar for conducting internal examinations. Continuous internal evaluation of the students is carried out through various processes and tools such as through administration of home assignments, quizzes, surprise tests, internal tests, open book exams, presentations, projects, reports for regular as well as add on/ value added courses in a timely manner within the time frame stipulated in the academic calendar. Time tables are prepared for internal exams by the respective departments in consultation with the college examination committee and uploaded on the college website and displayed on the notice board. The faculty members of the department prepare their own teaching plans keeping in mind the schedule of internal evaluation as in the academic calendar of the college. The institute follows the University of Mumbai exam rules in conduct of exams. Only students who are absent for the tests on valid grounds such as medical emergencies, representing college in sports or cultural events, etc are allowed to go for evaluation at a later date in line with University guidelines. The internal exams are completed in a timely manner before commencement of the semester end exams which are scheduled as per the college and university academic calendar.

Several co-curricular and extra-curricular events and activities also help students to appraise and upgrade their course knowledge and other skills through events such as debate competitions, poetry writing, poster making organised by various committees. These activities are also conducted in line with the academic calendar. Field visit, internship, study tours, industrial visit and project work is mandatory for some of the courses, which help the student to sharpen their understanding of the topic. These are also flexibly integrated into the semester in adherence with the academic calendar. Thus, the institution adheres to the academic calendar for the conduct of continuous internal evaluation.

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

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

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

Response: A. All of the above

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

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 7

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 29

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
10	9	4	3	3

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 18.72

1.2.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
481	405	83	232	227

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

1.3 Curriculum Enrichment

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

Response:

The institute is affiliated to the University of Mumbai and adheres to the university curriculum. The institute imparts ethical values, human values, gender and ecological sensitivity through the curriculum and additional activities in the following manner -

Professional Ethics: Students are introduced to ethical values as a part of their course curriculum through courses such as Foundation Course - IV Ethics and Governance, Indian Ethos in Management, Business Communication-I in Bachelor of Management Studies (BMS) and Media Laws and Ethics, Effective Communication-I, Introduction to Advertising, etc. in Bachelor of Arts in Multimedia and Mass Communication (BAMMC) programmes. Students undertake projects pertaining to these topics where ethical values and conflicts come into play. Soft skills and placement training ensure that students are well acquainted with professional values to make them industry ready. Students are provided internship opportunities that allow them to learn professional values first-hand. Student participation in various college committees also imbue in them professional ethical values such as transparency, accountability and responsibility.

Gender:

The college ensures gender equality and provides fair and equal opportunities to female staff and students in all positions of responsibility and authority. Gender studies are part of courses such as Business Communication- I, Foundation Course – I in BMS and Foundation Course – I, Media Gender and Culture, Introduction to Media Psychology and Organisational Behaviour in BAMMC programme that create an awareness on gender issues amongst the students. Various college committees are at the forefront of carrying out gender sensitization programmes in the institute, students get acquainted with gender equality at workplace, awareness on basic rights of women and laws on sexual harassment at workplace, participate in workshops on sexual violence against women, discussion on LGBT rights, workshop on self-defense strategies for women etc. International Women's Day is celebrated each year.

Human Values: Courses such as Foundation Course-I and Foundation Course-II in BMS and History and Introduction to Sociology in BAMMC programme provide value education to students. College students undertake programmes to instill value education in school students. Activities such as blood donation drive, organ donation awareness inculcates a value system that builds character and shapes their personality, making them responsible, empathetic and altruistic citizens. Various activities such as teaching school kids, book binding and distributing to small kids, visiting old age home, working in NGOs etc. are taken up by students.

Environment and sustainability: Courses such as Foundation Course – II, Foundation Course – III in BMS and Green Computing in Bachelor of Science in Information Technology programmes are part of curricula to sensitize students about environment and sustainability issues. College conducts E-waste drive to collect E-waste. To create environmental awareness, college celebrates eco-friendly Ganesh festival. Experts are invited to various seminars on waste management and sustainability, etc. to sensitize staff members and students on environmental issues. Students are involved in activities such as Swachh Bharat Abhiyan, beach cleanup, tree plantation, campus cleaning, etc.

Through these courses and activities, the institute incorporates ethical values, human values, gender and

ecological sensitivity in the curriculum.

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

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 56.97

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

2020-21	2019-20	2018-19	2017-18	2016-17
158	153	153	142	119

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

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

Response: 93.21

1.3.3.1 **Number of students undertaking project work/field work / internships**

Response: 1620

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

1.4 Feedback System

1.4.1 ***Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni***

Response: A. All of the above

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

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

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 91.18

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

2020-21	2019-20	2018-19	2017-18	2016-17
640	643	622	566	465

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
720	682	655	580	580

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

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

Response: 88.51

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

2020-21	2019-20	2018-19	2017-18	2016-17
270	277	266	246	192

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

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

Response:

All students have different learning levels and needs and thus it becomes all the more important that their learning levels be assessed and subsequently special programs be designed which cater to their requirements. Management, Mass Media, Filmmaking and Information Technology are all diverse vocational courses and hence it becomes pertinent that the student's learning levels be assessed and pedagogies be followed accordingly. The first year students of all courses are administered a course preparedness test at the beginning of the program. The Course Preparedness test is a method to assess how prepared the students are in the particular course they have enrolled. It includes questions on various subjects in a particular course. Course-wise assessments of all students are done and three categories of students are subsequently made viz. those preferring fast pace of teaching, those who prefer slow pace of teaching and those who have difficulty in memorizing information. Based on the student responses, students are categorized into the three aforementioned categories. The activities conducted for the students who prefer fast pace of teaching/learning include making them attend expert lectures and master classes on current trends and advances in the industry and interact with the industry practitioners. These students are encouraged to participate in various workshops, seminars and conferences, student colloquiums, inter-college competitions, presentation of research papers, publishing research papers under guidance of mentors etc. Students preferring fast pace of learning are given advanced reading in different subject topics. Peer groups are formed and these students are encouraged to help the students preferring slow pace of learning by engaging in group activities like group discussions and presentations. These students are also given a lead in flip classroom where they instruct the class in a topic they have prepared. The College library offers the Ezproxy facility which a rich e-resource facility for all to access the books, journals, statistics databases and library resources of other SVKM colleges. This category of students is encouraged to optimally use this facility for them to do research and for other academic requirements. This category of students is encouraged to enroll for different certification and add-on courses run by the college as well as those outside. Activities are conducted for the students who prefer slow pace of teaching/learning. The same are designed after the reasons are identified. Reasons may be low attendance and difficulty in comprehending certain subjects. Extra and remedial lectures are held for the slow learners in the subjects they require extra coaching. Their progress is regularly tracked so that they can cope up with the course requirements. Students preferring slow pace of learning are given internal assignments after some progress has been made in a particular subject. The third category of students is those who have difficulty in memorizing information. A lot of subjects across courses require learning and retaining facts. Memory retention and recollection activities are conducted for these students. Such activities include teaching techniques on improving attention level and how to organize and structure information, utilizing mnemonic devices.

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

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

Response: 66.85

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

Innovative teaching learning methodologies are adopted by the teachers which make the teaching learning process engaging, interactive and interesting.

The different student centric methods adopted by the institute can be listed as:

1. Experiential learning: The different experiential learning methods include learning through activities such as field visits to the industry and organizations, field work, entrepreneurial activities, research work, interactive sessions with experts, internships, volunteering at various NGOs. This pedagogy is used widely across different courses and in subjects like Research, Foundation Course, Photography, Retail Management, Entrepreneurship, and Computer Networks etc.

2. Collaborative learning: In this type of learning, group members actively engage with one another, share resources, and take on distinct roles all aimed towards achieving a common goal. Collaborative learning is done through group projects, group discussions, performance of skits, role play, group presentations etc. InsertLearning Tool is also used for theory-based subjects such as History of Media, Media, Gender and Culture, Foundation course etc. It is an interactive toolbar which can be added to any webpage with videos, annotations, questions and comments on the content, which can be assigned to the students.

3. Problem Solving Methods: This method enables the students to gain knowledge by observing, analyzing, brainstorming, interpreting, and performing applications, eventually offering a solution. These include Case Studies. These are used majorly in research-based subjects across streams. The Research Cell of the college actively offers support in student research.

4. Flipped Classroom: In this type of blended learning increases student engagement. In this pedagogy, students watch lectures online, research on topics at home and come to class the next day prepared to actively deliver the content with the teacher’s guidance. This method is used for various subjects, especially research subjects in all the courses.

5. Z to A Teaching: This methodology involves application of concept first and then the concept itself later. Hence this model of teaching is based on introducing topics in a reverse order, especially in research subjects. The argument is that data analysis should be taught at the beginning followed by analytic skills upon which all steps of the research process are based upon.

6. Learning through add on and certificate courses: These courses are closely aligned to the industry requirements and experts are deputed to deliver the content. These courses amplify and sharpen the skills in students which are much in demand in the industry. Some of these courses are Digital Media Marketing, Stock and Equity Markets, Graphic Design, Linux, Sports management, Film Appreciation, Hip Hop Course, Google AdWords, Stock Markets, Digital and New Media PR. These are open to all students across courses.

7. Learning through co-Curricular and extra-curricular activities: The students' participation in various activities such as workshops, seminars, conferences, volunteering at NGOs, organizing Orientation programs, Annual day, Literature and Sport Festivals, entrepreneurial events, participation in film festivals, IT (Information Technology) based festivals etc. leads to sharpening their management, PR, organizational. IT based and communication skills.

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

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

Response:

The state-of-the-art ICT infrastructure and the tools immensely assist the teaching learning process in the college. All departments are given laptops, desktop computers as well as well-equipped electronic and computer labs as well as separate projectors. College offers one of the best studios along with a Chroma setup, editing room and recording room for students. The various ICT tools are: WIFI, Student Portal, SAP, Smartboards, Ebrary, Databases, Inflibnet, College website, Social media pages of college, AISHE,MKCL, Shodhganga, Researchgate, Slide Share, Turnitin, Language lab, LCD Projector, Slide Changer Tool with Laser Pointer, Tethering Platform and HD wires, Camcorder, Teleprompter, Recording Studio, Music Mixer, Mac Air, Cell phone (EXAM Committee), Photocopy Machine (Copier and Printer), Scanner, Intercom facility, Video Conference Hotline facility, Skype Call (From College), Oracle etc. Studio equipment include : Headphones Amplifier, Vocal Recording Mic, Tripod Mic Stand, Green Chroma Screen, LED Light with Accessories, Vocal Studio Pro, LED Monitor for Live preview, PR0-POP Filter, HDMI Splitter, Adobe Creative Cloud for team , Pro Tools software, Camera – Nikon D750 24-120 MM KIT NIKON Camera Lens –Nikon, Nikon Lens AF-S 50MM, NIKON Lens, Camera Lens-Nikon Lens AF-S 85MM F/1.8 G, NIKON Lens, Microphone-BOYA-BY-MM1, Nikon ACC Battery EN-EL15A (BATTERY), NIKON, Memory Card – SanDisk Extreme SDHC 32 GB 90 MB/S, SANDISK, NIKON GODAX TT – 685, NIKON ENELOOP AA 2000 MAH (4 PACK), I BALL Presenter C9 I BALLAPPLE MAC Desktop Computer. All students and teachers are given login access to the resources at all hours. college also has a well-equipped computer lab with all latest licensed software like adobe suite (Adobe After Effects, Adobe Animate, Adobe Dreamweaver, Adobe Illustrator, Adobe Light room Classic, Adobe Photoshop, Adobe Premiere Pro) which are used for courses of graphic design, animation, VFX, web designing and others allied courses. All the courses use ICT tools, software, and hardware for effective dispensation of content. Subjects like Research, Filmmaking, statistics, Computers and multimedia, Graphics etc. use the facilities extensively. All the listed equipment is used for the project

making in various media related subjects like editing, post production, importance of sound and sound SFX, cinematography.

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

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

Response: 66.85

2.3.3.1 Number of mentors

Response: 26

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

2.4 Teacher Profile and Quality

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

Response: 93.97

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

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

Response: 22.59

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	8	4	3	3

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

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

Response: 7.54

2.4.3.1 **Total experience of full-time teachers**

Response: 196

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

2.5 Evaluation Process and Reforms

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

Response:

The college meticulously follows the internal evaluation system as per the norms and rules laid down by the University of Mumbai. The examination committee and individual departments prepare the internal examination schedule as prescribed in the academic calendar and communicate it to the students through the college website and notice boards apart from the teachers announcing the same in the classrooms.

The internal evaluation is done comprehensively by taking into consideration the internal tests, assignments, viva-voce, and project presentations as well as student attendance and class participation.

Before conducting the internal evaluations, students are informed well in advance about the evaluation methodology and the curriculum to be included in internal examination. In case of evaluations through group projects, evaluation criteria are discussed by respective teachers in the classroom.

The internal question papers are set by individual subject teachers as per the weightage of modules in the syllabus and submitted to the respective coordinator. The exam is conducted as per the schedule and invigilated by a junior supervisor. Using mobile phones and other smart devices is prohibited in the examination hall. The courses which do not require the internal tests to be taken follow the assignment and project presentation and submission guidelines. The projects are designed keeping in view the course objectives. All courses create innovative industry-based projects. For example, in Management courses projects such as current trends in recruitment and selection, situational management and field research are given to students. Information Technology courses include projects such as website development, mobile apps and those based on artificial intelligence and Internet of Things. Similarly Mass Media and Film courses include short film making, making music videos,news anchoring and other similar industry based projects.

The rubric for the evaluation of assignments and project presentations as well as the schedule of presentations is communicated to the students well in advance. The teachers share the feedback with the students after the presentation and the changes are suggested as well before the final submissions are done. The internal marks for First Year and Second Year are submitted online as well as the offline mode to the central examination office and for the Third-Year students on the University's examination portal. The college has a robust online platform which is extensively used for assignment administration and evaluation. During the pandemic, the Microsoft Teams platform was continuosly used for comprensive and enriched online teaching, learning and assessment. Even during the post-pandemic period, due to the facility provided by the hybrid mode, the internal assessments remained unaffected.

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

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

Response:

As the College is affiliated to the University of Mumbai, the guidelines laid by the University are followed rigorously. Assessment schemes for all courses are given by the University. Continuous assessment evaluates a student's progress throughout the semester.

The marks alloted for the internal assessment are twenty five in all. Of the total twenty five marks, twenty marks are earmarked for the tests/assignment/projects while five marks are allotted for class participation and attendance. Two sets of question papers are prepared to ensure transparency and curb any malpractices. The exhaustive question banks for all subjects are prepared and from this the questions are generated which ensures complete objectivity.

For the different courses, several types of assignments and projects are designed keeping in mind the program and course objectives. Students are assessed after completion of individual modules through activities like quizzes, group discussions and extempore. The assessment includes internal tests, assignments, and project presentations individually and in groups. The assignments are both submitted online on the student portal through SAP as well as in the offline mode.

The rubrics are made and followed rigorously. Student performance is tracked and gap areas are identified for remedial sessions. Detailed feedback is discussed with the student. This leads to improved performance in the later examinations. Once the subject-wise results are declared, a notice for filing for revaluation is put up on the notice board and on the college website. The same notice works as a mechanism for students to raise the queries regarding the internal evaluation. They are given 10 days (about 1 and a half weeks)' time to fill in the form and in case there are any grievances, they are addressed by the teacher. Since the pandemic time, Microsoft Teams platform has been extensively used for teaching, learning and conducting examinations.

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

2.6 Student Performance and Learning Outcomes

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

Response:

Program outcomes, program specific outcomes and course outcomes are discussed with the students. The subject teachers state their importance to the class and explain their inclusion in the curriculum. They are also explained during the orientation program.

Respective teachers, before starting the teaching learning sessions, discuss these outcomes during their earlier sessions. This gives students a fair idea of program in general and respective subjects in particular.

The program outcomes and course outcomes are also published on the college website, which allows students to scan the program and make an informed decision before joining the program of the college.

B.A.(FTNMP)- To prepare students in the production aspects of Film Television and New Media, as required by the present media environment, to empower the students in the production and managerial aspects of the media business.

B.M.S.- Knowledge of business, Management functions and its effective application, Critical thinking,

Problem solving and decision making, Innovation, Conceptualization and creative thinking, Communication, Interpersonal skills and Social Skills, Research, analytics and Business intelligence, Global citizenship, Ethics, governance, and conflict handling.

B.A.(MMC) – To equip the learners with professional skills essential for making career in Entertainment industry, Cinema, Television, OTT Platforms, social media platforms to make learners develop a global awareness of political, social, and corporate issues, to equip learners an ability to create and design emerging media products.

B.Sc. (I.T.)- Understand, analyze, and develop computer programs in the areas related to algorithms, system software, multimedia, web design, big data analytics and networking for efficient design of computer-based systems of varying complexity.

M.Com. (B.M.)- Acquisition of management knowledge, Ability to frame, analyze and solve complex management problems and take decision by being aware of the risk factors.

M.Sc. (I.T.)- Ability to apply the knowledge of Information Technology with current trends aligned with research and industry, Ability to apply IT in the field of Computational Research,

M.A (E.M.A.)- To equip the learners with professional skills essential for making career in entertainment industry, Cinema, Television, OTT Platforms, social media platforms, building a foundation for research.

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

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

Response:

The evaluation of program outcomes, program specific outcomes and course outcomes are done by mapping graduate attributes. The National Education Policy 2020 envisages that at the societal level, higher education must enable the development of an enlightened, socially conscious, knowledgeable, ethical, scientifically tempered, creative and conversant with Constitutional values skilled in their chosen specialization. The program outcomes of various courses are aligned with this vision.

Each course has identified a set of graduate attributes and scoring is done by mapping them in each subject in each semester. Program outcomes of the courses include: Knowledge of business, management functions and its effective application, critical thinking , problem solving and decision making, innovation, conceptualization and creative thinking, team work and intercultural competence, communication ,interpersonal skills and social skills, research, analytics and business intelligence, global citizenship, ethics and governance and conflict handling, environmental consciousness and cross cutting Issues, digital capabilities and lifelong learning, problem analyses, application of tools and techniques, solution

development, development of artistic talent and creativity, creation and designing of media products, global and local awareness of political, social and corporate issues, application of rhetorical principles in creative fields, community engagement, interdisciplinarity etc.

Currently, the individual faculties map subject-wise attainment of objectives. As per the strategic prospective plan of IQAC, the attainment levels would be further mapped with the semester end results to arrive at the holistic and comprehensive course attainment objectives. The attainment of course objectives are also mapped through student placements. Student placements are done via the college placement cell and as well as through individual applications. They reflect on the attainment of the attributes or qualities a particular course graduate must possess. Students also join internships and subsequent employment based on skills which they have acquired while being enrolled in a course. A lot of students also opt for higher education both in the country and abroad. Since employability and higher education are also considered to be objectives of a course, the higher number of placements implies the attainment of objectives.

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

2.6.3 Average pass percentage of Students during last five years

Response: 95.44

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

2020-21	2019-20	2018-19	2017-18	2016-17
618	561	461	390	336

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

2020-21	2019-20	2018-19	2017-18	2016-17
619	561	502	423	360

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process **Response:** 3.66	
File Description	**Document**
Upload database of all currently enrolled students (Data Template)	View Document

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List of endowments / projects with details of grants	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document

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

Response: 3.85

3.1.2.1 **Number of teachers recognized as research guides**

Response: 1

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

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3.1.3.2 **Number of departments offering academic programes**

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	3	3	3

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

3.2 Innovation Ecosystem

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

Response:

The college has created a positive environment for its learners to provide an ecosystem to promote research, and innovation and contribute to the learning community through content creations. Over the last five years, a special thrust is given to bringing ideas to life by involving students and faculties of the college by doing real-time and futuristic projects. Some of the key efforts to strengthen the ecosystems are highlighted below.

- **Projects to Products by Masters Students**: Students at Masters's Level are encouraged to convert their innovative ideas into useful and working prototypes and projects by their mentors. Especially learners from M.Sc.(IT) and MA(Mass Media) have projects which convert ideas into futuristic projects which are innovative and useful to the industry and society. Many of these projects are taken by society and people and become part of start-up endeavors and have commercial values. A special focus is given to implementing technological advancements and upcoming theories into practice.
- **Innovation through Research by Faculties**: Several faculties are involved in research and constantly strive to contribute to the ecosystem through their research by publishing papers and attending conferences. To promote innovation and research, the college funds the conferences and publications.
- **Creation of knowledge and Content Creation**: Many of the faculties are actively involved in creating knowledge repositories by writing books, articles, and chapters in edited books focused on

academic and research topics. Several books have been published by faculties of the college in the area of Computing and Technology, Management, Communication, and Media among others. These books are published by reputed International and national publishers including John Wiley, and Springer among others. The contribution to the knowledge base is evident by the fact that many of these books are included officially as textbooks and reference books in several universities across various courses including B.Tech, M.Tech, B.Sc, and MCA.

- **State of the art infrastructure for innovation and knowledge creation:** The college and its management extends its support for creating a positive environment by providing cutting-edge infrastructure support to all its students and faculties for bringing their innovative ideas to life. These include dedicated internet, all-in-one desktops, the latest laptops, a digital library, and subscriptions to research databases and books beside regular library repositories.
- **Contribution through knowledge to government departments:** Some of the faculties have been recognized for their knowledge and actively contribute by providing their support to government departments such as the Directorate of Forensic Science Laboratories, Government of Maharashtra.

The students and faculties of the college also have access to innovation labs and to the infrastructure resources of sister institutions. All are encouraged to participate in various project exhibitions and challenges from time to time in order to promote innovation, and research culture and contribute to the knowledge base. The results of these efforts are evident as many of the students and faculties have turned up as a first-hand resource for other learners and practitioners.

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

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

Response: 20

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

2020-21	2019-20	2018-19	2017-18	2016-17
9	3	4	2	2

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

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 0

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

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

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

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

Response: 1.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
20	7	6	6	1

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

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

Response: 2.48

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	28	9	14	4

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

3.4 Extension Activities

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

Response:

Shri Vile Parle Kelavani Mandal's Usha Pravin Gandhi College of Arts, Science and Commerce has been committed to serve the nation, society, its people and neighbours areas besides academic services as part of its extension and outreach activities. The college has several in-house committees and also units that are recognised by competent authorities including University of Mumbai and the Government. These committees and units are managed by teachers and student volunteers of the college throughout the year. Through these units, the young and dynamic students and staff are actively involved in various activities catering to the society. The primary objective of these activities is to extend care and selfless service to the society, people and environment by spreading awareness and actively participating in various programs throughout the academic year. With the involvement of students and teachers of the college along with recognised NGOs, University and other government recognised bodies, development projects are conceived and executed.

Some of the important committees include the National Social Service Scheme (NSS), Department of Lifelong Learning & Extension (DLLE), Rotary Club (RC) and Social Outreach Unit (SOU) of the College. The NSS and DLLE are recognised units that functions under University of Mumbai and Government of Maharashtra. NSS Unit at the college is primarily focussed to carry the awareness program and on ground physical activities are promoted by the government and local administration. DLLE is involved in promoting continuing education and social service through its activities. SOU and RCUPG also conduct regular social engagement activities focussed on people's wellbeing and environmental care. These include activities focussed on green initiatives, tree plantation, health and hygiene, fitness and yoga, national integration, Swachh Bharat, gender equity, skill development programs, social harmony etc.

The programs and events conducted by these units focus on Social Care, Health and fitness, Literacy Program, National Integrity, Social Harmony, Upskilling programme among others. Swachh Baharat Mission and Green Earth are flagship programs through which college commits itself for the protection of environment and restoration of green cover in the vicinity. The volunteers are also actively engaged in upliftment activities including teaching in slums, old age care, donation drives for relief work and deprived sections of the society.

During the last five years more than 343 activities spread over more than 500 days were conducted to strengthen our commitment to care for the society and environment. The effort by the college and its volunteers have been praised by the University and NGOs as the college has made a distinctive place in society through our activities. The college conducts two Blood donation drives on its premises under its health care and fitness initiative. During the COVID pandemic NSS and other units of the college

supported the community in various forms including awareness programs, mask distribution, food donation along with blood donation to care for the needy. The college will keep working with its dedicated team of student volunteers and staff to achieve its best in the extension and outreach activities.

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

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

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

Response: 198

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

2020-21	2019-20	2018-19	2017-18	2016-17
65	20	26	25	62

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

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

Response: 44.39

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

2020-21	2019-20	2018-19	2017-18	2016-17
680	444	502	655	900

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

3.5 Collaboration

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

Response: 149

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

2020-21	2019-20	2018-19	2017-18	2016-17
36	46	56	8	3

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

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

Response: 20

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**

2020-21	2019-20	2018-19	2017-18	2016-17
13	4	1	1	1

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Shri Vile Parle Kelavani Mandal's Usha Pravin Gandhi College of Arts, Science and Commerce is a progressive institution that endeavours to provide facilities keeping in mind the evolving learning ecosystem.

The campus area of the college is 13279.50sq.mt. spread across several floors. The college has 16 Classrooms, two well equipped computer laboratories, 01 electronics laboratory and 02 studio rooms for smooth academic functioning. The college also has air-conditioned studio room with seating capacity of 30 students, used for editing, recording and dubbing films, holding guest lectures, student presentations, seminars, debates, workshops etc. The infrastructure provides easy access to differently abled people thereby making its infrastructure inclusive. Bio-metric Flap Barrier machine has been installed for recording attendance of faculty, students and staff.

The teaching block has well-appointed and spacious ICT enabled classrooms, tutorial and department rooms. All classrooms are air-conditioned and Wi-Fi enabled and upgraded to a virtual learning platform with Smart boards to support the virtual classroom; public addressing system is also present in all the classrooms. All classrooms are equipped with state-of-the-art facilities. All computer systems are upgraded every five years as per the management policy to the latest operating system to support the latest software application.

College library is available to students, teaching and nonteaching staff members during regular office timings for offline and online access to plethora of online reading material. Various facilities like Open Access, RFID Gate, CCTV, Air Conditioner, and WIFI are made available. Turnitin software is used by Students and Faculties for Plagiarism Check. Stock Verification is done every year using barcode scanner, 3M security gate at entrance and tattle tape inside each book.

During corona pandemic situation, the college used licensed MS Teams LMS for delivering online lectures and practicals. Apart from online connectivity, the college has also incorporated Online Feedback, Evaluation and Analysis System with total Digitalization for Efficient Resource Utilization.

Career guidance and counselling centre assist students to make and implement informed educational and vocational choices. Several guest lectures, debates, Pre- placements talks, seminars, college festivals, FDP and conferences are organized in Seminar Hall, Juhu Jagruti Hall and Mukesh Patel Auditorium.

Several programs are usually held in the Seminar Hall which has a seating capacity of 140. It is equipped with the audio visual aids where several guest lectures, debates, Pre- placements talks, opening ceremonies of various committees, seminars and conferences are organized throughout the year by various departments.

These halls have facilities like a podium and good acoustics that provide a conducive ambience. Events

such as faculty development programmes, college festivals are also held at these venues.

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

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

Response:

Since the inception of the college in 2003, the College recognizes the need and importance of Extra-Curricular activities for the Overall development of students.

The campus area of College is 13279.50sq.mt. spread across three floors. The college has structured support services in the form of various cells and committees such as the Grievance Cell, Women Development Cell, NSS, Cultural Committee, Research Cell, Counselling services, Mentorship Program, etc.

The college can also avail of an open air auditorium called Jashoda Rang Mandir that is under the banner of SVKM. Several college festivals are held at these venues. Besides the college can also book the Bhaidas Hall and Mukesh Patel Auditorium each with a seating capacity of around 1100. The college holds its annual day at this venue.

Apart from these other venues like Juhu Jagruti Hall, Santokba Hall, Jashoda Rang Mandir and Seminar hall are utilized for various academic as well as cultural activities within all SVKM institutions.

Timeslots for selection trials and practice sessions are booked in different grounds for events such as Football, cricket, badminton.

The Institution has a doctor on premises to meet medical emergencies and a Counsellor for dealing with psychological issues on campus

A dedicated space outside the staffroom is assigned as NSS Unit Space with storage facility along with DLLE and WDC units.

Various awareness programmes like beach cleaning drive, nutrition counselling, Skin-care counselling, self-defence workshop, yoga and aerobics workshops, theatre and acting workshops, social media marketing sessions and Digital Security awareness sessions are conducted regularly.

The college appoints housekeeping staff from reputed agencies to ensure a hygienic environment. Thus the Institution strives to provide a clean and hygienic environment to its students and staff.

The college holds a literature festival-LitFest to celebrate art and culture. It is a unique non-competitive

college level festival. It provides an open platform to people from all walks of life to showcase their talent on a non-competitive platform. The festival branches into various departments such as written and spoken literature, music, dance, films, theatre, and fine arts.

Techvanza is an annual IT festival where each event is planned in such a way that shows and emphasizes on different concepts of information technology and how it connecting us to today's digital world. Another event titled "Technovation" provides students the platform to present their innovative projects. Both these fests of the college are very unique and provide a great platform for students to mingle and connect with professionals from industry.

The college infrastructure facilities such as classrooms, computer laboratories, seminar hall, and auditoriums are utilised extensively during the college festivals.

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

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 17

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

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

Response: 67.34

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

2020-21	2019-20	2018-19	2017-18	2016-17
386.71	410.73	446.54	397.13	391.63

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

4.2 Library as a Learning Resource

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

Response:

Library automation refers to the use of the computer to automate the typical procedures of libraries such as cataloguing and circulation. In the process of library automation, a library makes the use of computers and other technologies to support its systems and services.

The college library is automated using KOHA software. KOHA is an open source software created in 1999 in New Zealand. It is an integrated library system, used world-wide by public, school and special libraries. The name comes from a Maori term for a gift or donation.

KOHA was introduced to all SVKM libraries and regular and advanced training sessions have been arranged to orient staff members to understand the usage of the software. The automation software is used for the functions like circulation, Cataloguing, report generation, book purchase, serialisation of journals and magazines. It also has tools for advanced search options.

All students and faculties can access Union Catalogue at http://library.svkm.ac.in/. It is an Online Public Access Catalogue (OPAC). The Link of OPAC is available on College Website. This Union Catalogue has list of all SVKM/ NMIMS Institutions and users can access the books available in these libraries. Students and Faculty can avail the facility of Inter Library Loan (ILL). Library has a collection of 5857 books. All books in the Library have barcodes pasted and books are issued using Barcode Scanner. Books are classified using Dewey Decimal Classification (DDC) 22 edition. Library has 341 CDs, DVDs and films of various genre. Various facilities like Open Access, RFID Gate, CCTV, Air Conditioner, and WIFI are made available. Students and Faculties can get their research work plagiarism checked using Turn it in Software. The Identity cards also have barcodes, which are scanned while book issue and return. Library has RFID gate at entrance, which helps in ensuring the books going out of the library are properly checked out. Each book has tattle tape inside; therefore, a buzzer goes if book is not checked out properly. We also have remote access to various e resources through SVKM/ NMIMS Consortia. https://ezproxy.svkm.ac.in/login Student Portal LMS is used to enhance Student Faculty interaction. Faculty Feedback from students is taken every semester using this LMS. Stock Verification is done every year using barcode scanner.

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

4.2.2 The institution has subscription for the following e-resources

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

Response: A. Any 4 or more of the above

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

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

Response: 4.09

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

2020-21	2019-20	2018-19	2017-18	2016-17
4.03	4.75	4.13	4.48	3.04

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

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

Response: 15.36

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

Response: 271

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

All classrooms are Wi-Fi enabled and upgraded to a virtual learning platform with Smartboard. To support the virtual classroom the speaker addressing system is present in all classrooms.

The operating system is upgraded to the latest Windows Operating system to support the latest software application. Additionally, Computers upgraded to 20 GB RAM to support heavy multimedia software like Adobe Cloud Suite and 3D Max Studio.

The printers are upgraded every three years and are maintained under the AMC. All printers are multifunctional with scanning, USB access, mailing system, Wifi connectivity and enabled with secure access. The college also has RFID enabled ID card printers in the college library. The college has upgraded CCTV units at several locations to secure the college campus and monitor activities.

During the pandemic situation, the college used MS Teams for online lectures and have created usernames and passwords for all students, In-house, and visiting faculties for the smooth conduct of lectures and examinations.

The college has installed Wi-Fi routers on each floor and classrooms, wireless access point are upgraded regularly for better internet connectivity. The internet facilities are provided by JIO Network Services with

the speed of 200 Mbps.

The college has also implemented a biometric Flap Barrier at the college gate to curb unauthorized access to college premises. This ensure better security and safety measures for the students and staff. It also has the facility to record the time of entry and exit for all its teaching and non-teaching staff. This is also connected with ORACLE(information System) which assists HR's people management system.

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

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

Response: 12.87

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

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

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

4.4 Maintenance of Campus Infrastructure

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

Response: 32.66

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

2020-21	2019-20	2018-19	2017-18	2016-17
125.60	220.67	220.52	200.73	231.96

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

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

Response:

The college has an established procedure for procuring, upgrading, and accessing its physical and ICT infrastructure. The procurement and usage of all hardware, software, and physical equipment require administrative approval through a well-defined channel and institutional guidelines. The college development committee (CDC) looks for college-level access and approval by the respective departments and personnel. For replacements, upgrades, and high-value purchases, management approval is also mandatory besides approval by the head of the institution.

The CDC is responsible for approving the institutional plans and execution policy and other college development-related matters by setting effective goals and a participative process of decision-making. The same is very important not only to the fulfilment of the vision and mission of the college but also in building the institutional philosophy.

The Principal, the CDC, IQAC, and the teaching staff play a crucial role in the planning and execution of its policies in academic and administrative activities as per the policies and procedures used for maintaining and utilizing physical, academic and support facilities.

The College has an organizational access policy for IT infrastructure including computing facilities and connectivity. An industry-standard firewall system is also in place to regulate the access to different categories of e-resources on premises. Students and staff enjoy different levels of access. For any special privileged access prior approval of the head of the institution is required.

The physical infrastructure is upgraded regularly including desktops, printers, and networking equipment as per the organizational policy from time to time. A dedicated team of IT engineers is available to support the day-to-day upgrades and maintenance with the due approval of the head of the institution. All the staff have a regulated environment for official communication and are provided with official emails and accounts for regular communication while in service at the college. This applies even to the students of the college.

The library is upgraded regularly on the recommendation of staff and students after the approval of the heads of the respective departments and the head of the institution. The library is integrated digitally with sister institutions for providing access to learning materials including books and journals for creating a positive and free learning system. Students can lend books across libraries for academic purposes. All books in the library are upgraded with RFID system for maintenance and tracking on the recommendation of CDC and Management. The subscription to journals and magazines in the library is renewed on the recommendation of teaching staff and students besides mandated requirements by the university and other competent authorities.

To keep up the pace with the changing technology and recommendation of the staff and heads of departments, the management regularly upgrades/replaces Switches, Firewalls, and other networking equipment. Newer versions of the software are also upgraded from time to time as per the organizational policy.

All classrooms are maintained with approved AMC for maintenance and replacement of Air Conditioners, wall paints, and high-quality seating benches and desks are regularly upgraded. The college has dedicated arrangements for repair of the same from time to time with the approval of the concerned office administration which facilitates maintaining a positive and comfortable learning environment. The classrooms are also equipped with ICT infrastructure with smartboard and sound systems as per the requirements with the approval of the concerned courses coordinators.

The college has a positive ecosystem for feedback from its stakeholders including students and staff for recommending and reporting upgrades to the infrastructure which goes through the approval of heads, and CDC for execution. After due approval from the CDC and management, the departments are provided with laptops and other equipment for smooth conduction of lectures and practical.

The Gymkhana equipment is procured with the recommendation of the student council and sports committee for augmenting physical fitness at the premises. The college has a system in place for procuring day-to-day assets including stationary and maintenance of infrastructure with the administrative staff of the college. The college also has a formal system for sharing infrastructure within departments of the college and also with sister institutions. This requires the approval of coordinators, heads of institutions, and management authorities.

The college also has professionals for housekeeping, maintenance, and security of premises duly approved by the management. They are managed by dedicated supervisors and monitored for functional efficiency.

The formal mechanism is in place in the college which facilitates smooth academic and administrative planning and implementation for achieving its vision and goals. The SVKM management and College have created an effective system for maintaining and utilizing its assets. The information and regulatory mechanisms are communicated to all its staff and students. This has helped in achieving work efficiency at the premises and the same is reflected in happy staff and students.

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

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 0.15

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

2020-21	2019-20	2018-19	2017-18	2016-17
02	0	04	05	0

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	View Document

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

Response: 0.59

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

2020-21	2019-20	2018-19	2017-18	2016-17
14	11	10	08	03

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

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

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

Response: A. All of the above

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

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

Response: 63.24

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

2020-21	2019-20	2018-19	2017-18	2016-17
1680	1468	775	497	529

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

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

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 21.54

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

2020-21	2019-20	2018-19	2017-18	2016-17
114	92	104	109	95

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

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

Response: 58.16

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

Response: 360

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

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

Response: 51.48

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

2020-21	2019-20	2018-19	2017-18	2016-17
20	12	15	3	0

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

2020-21	2019-20	2018-19	2017-18	2016-17
29	17	20	7	0

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

5.3 Student Participation and Activities

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

Response: 26

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	12	04	07	03

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

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

Response:

The Students' Council of Usha Pravin Gandhi College of Arts, Science and Commerce has been an integral part of the college, forming a communication chain between the college administration and the students. The Students' Council has been constantly involved in representing the students alongside making sure that all parameters are met by them. The Students' Council also conducts events that involve and engage large number of students for holistic development.

Every year, acdemic toppers are nominated to the Students' Council. They submit their confirmation forms and then students elect a General Secretary from among themselves.The organization of College Annual Day is the most important activity of The Students' Council. Apart from this, council does celebration of various days like Friendship day, traditional day etc.

The Students' Council work has not been confined to only these parameters. They rise to the occasion in case of special requirements and make valuable inputs in decision-making for the benefit of the students and the administration. This remains as an integral part of the decision making process.

The Student Council members also work for I.C.C (Internal Complaints Committee) which looks into sexual harassment at workplace, ragging etc. Students play a vital role in IQAC as well. In C.D.C. (College Development Committee) The General Secretary plays a crucial role in the liaisoning with students and administrative bodies.

Students actively participate in NSS (National Service Scheme), WDC (Women's Development Cell), DLLE (Department of Life-long Learning and Extension) SOU (Social Outreach Unit), Entrepreneurship and Innovation Cell (E Cell), The Buddy Project, RCUPG, sports and cultural committee.

Students make noteworthy contribution to Cultural Committee which is one of the most dedicated platforms whose main motive is to find our inner talent and abilities With a wide range of departments to choose from they provide a plethora of opportunities for the students of the college. They are more focused on growing and learning skills through this platform. During the time of pandemic and lockdowns, the cultural committee took up the challenges of the NEW NORMAL and organized many events, workshops through the online mode and made sure each and everyone one got benefitted and inspired.

Students play a key role in Sports, by participating in inter-collegiate tournaments organized by the University of Mumbai. Ensuring participation at University-level tournaments has been the primary objective of the Sports Committee as it adds to the pride of the college. The students get an opportunity to widen their horizons and at the same time develop a spirit of confidence to surpass any hurdle.

Students work tirelessly for Montage : Montage is the 'moment stilling' committee of college, aka the photography club of college. The Team captures anything and everything that happens in and around the campus, from the very first event of the year of each committee to the final grand convocation and annual day.

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

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

Response: 28.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
22	38	46	25	12

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

5.4 Alumni Engagement

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

Response:

"Alumni are the brand-ambassadors of the institution they graduate from"

An institution's alumni are the reflection of its past, representation of its present and a link to its future.

Established in 2016, with Registration No. GBBSD 1752, The College Alumni Association has created and maintained a lifelong connection between the institute and its alumni.

CONTRIBUTION OF UPG ALUMNI THROUGH NON-FINANCIAL MEANS

1. COMMUNITY SERVICE

Returning to college campus as a ‘volunteer’ for special events is a great way to demonstrate support and loyalty. Colleges and universities appreciate alumnus that dedicate time and skills to annual events that raise awareness of the institution and foster community interaction.

ALUMNI contribute intensively by attending community projects like Blood Donation, Plantation Drive, beach cleaning drive, E-Ganesha etc. Several Camps and field visits are arranged and alumni attend camp stays and guide our current students.

2. GUIDING STARS

The college hosts events like Sports Events, Media fest etc., in which there is an overwhelming and

enthusiastic response from alumni, right from planning, organizing, advertising, marketing to the completion of the events.

3. RESEARCH ASSISTANTS, MENTORS AND FACILITATORS

The alumni always assist students actively in their various projects. Faculty facilitates Industry- Academia-Interface for their subjects. During such projects, alumni often contribute significantly by sharing their industry and corporate insights as well as practical nuances to our current students.

The alumni of the college mentor the postgraduate students of M.A., MSC (IT), M.COM in the dissertation preparation work in the capacity of assistants. The process of dissertation is often very cumbersome and intricate.

4. GUEST LECTURERS

The prestigious Alumni are often invited as guest lecturers, paper presenters for various college programs to share their industry insights and through that interaction current student learn a lot. Prestigious Alumni are invited as a Guests of Honour on Annual Day functions. It is a very proud feeling to see students sharing their wisdom on several topics such as how to create one’s own market value, to enhance one’s brand power etc.

5. Referrals

The word-of-mouth praise is the most effective marketing tool, influencing the potential customer and the alumni do appreciate and put up the favourable reviews across platforms. The alumni act as brand ambassadors and refer the college to their friends, family, relatives, neighbourhood etc.

Being able to give back in ways like these illustrates a cordial relationship that may continue for years to come. In addition, these relationships often influence others to appreciate the institution and the positive impact it makes on the lives of the students. Giving back is the ultimate return-on-investment that becomes a win-win for the institution as well as the student.

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

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

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Shri Vile Parle Kelavani Mandal's Usha Pravin Gandhi College of Arts, Science and Commerce is governed by its College Development Committee (CDC). The CDC of the college plans and executes policy and development related matters of the institution by setting effective goals and participative process of decision-making. The same is very important not only to the fulfilment of the vision and mission of the institution but also in building the institutional philosophy.

The Principal, the CDC, IQAC, and the teaching and Non-teaching staff play a crucial role in the planning and execution of its policies in academic and administrative activities.

The formal mechanism in the institution to consolidate the academic and administrative planning and implementation reflects back to achieving its vision.

The vision and mission of the institution:

Vision Statement

"To be one of the country's premier educational institutions that helps students to gain contemporary knowledge by innovating, adapting and resetting learning as a more accessible, digital and collaborative experience."

Mission Statements

- To facilitate global exchange initiatives and collaborations.
- To enhance life skills by providing value-based education.
- To foster the scientific spirit of inquiry and strengthen innovation-based learning.
- To encourage connectivity between research, technology and employability.

The vision and mission of the institute are in line with the objectives of the higher education institution.

Objectives

- To sharpen students' focus and build more digital and global experiences for the learners.
- To empower them for lifelong learning by fostering innovative and independent thinking.
- To enhance the student's technological skills by providing greater opportunities for shared, collaborative experiences.
- To stimulate students' research and entrepreneurial understanding and to mould their passion into a profession.

The Quality Policies are framed based on the Vision and Mission of the Institution and are driven by the

needs of the industry, society and stakeholders. Deployment of the quality policy is done by providing requisite academic infrastructure, learning environment and ICT friendly work culture. The stakeholder's Feedback plays an essential role in framing and revising activities.

Quality Policy

- Ensuring the support of all stakeholders enables the college to improve the services offered to the learners.
- Effective utilization of human and other resources to enhance the quality of education.
- Providing state-of-the-art infrastructure and ICT facilities to augment the teaching-learning process.
- Fostering competencies to equip learners to face the demands of a changing world.
- Inculcating a sense of social and moral responsibilities towards society and the environment.

IQAC has a well-developed process to ensure quality benchmarks of academic and administrative activities. IQAC formulates a perspective plan taking into consideration inputs from all stakeholders. This plan is presented and deliberated in IQAC under the chairmanship of the Principal to get a consensus. This plan is forwarded to the governing body (CDC) for approval. The Institution's policy believes in the involvement of all staff in decision making. To streamline the same, various committees at the Institute level are formed which look after academic and administrative activities which lead to the realization of the vision and mission of the Institute.

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

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

Response:

Usha Pravin Gandhi College of Arts, Science and Commerce encourages and motivates a culture of decentralization and participative management by involving teaching staff members in some different administrative roles.

The apex decision making body at the college level is the College Development Committee (CDC). The CDC has representation from the parent trust Shri Vile Parle Kelavani Mandal, society, alumni, Industry Experts, teaching staff, non-teaching staff and the students. For the participative management and

governance, the Principal has appointed the Course coordinators for each of the programs conducted in college in each department and provided administrative as well as academic freedom in decision making and mobility for effective governance.

Before the commencement of each academic year various college committees are formed under the guidelines of the university. Important committees comprise teachers, non-teaching staff and students as well.

IQAC does the planning and evaluation for quality assurance in the college and organizes meetings periodically throughout the year. Faculty members participate in the management process not only through the CDC but also are part of the Board of studies members, and other governing bodies of the University of Mumbai.

Every committee has the freedom to prepare its plan and decide on implementation strategies. The college committees are responsible for admission, examination, purchases, welfare of students, organization of extension activities and preparing the working strategy for the effective functioning of the college. The departmental committee meetings are held as and when required for the implementation and organization of certain activities. A monthly report of activities is prepared by each course coordinator at the end of every month.

Case Study: “Coffee with the Principal” is a unique initiative started by the Principal of the college, this initiative was started for the students with the following objectives.

1. Voice your suggestions: In order to remove barriers and give suggestions “Coffee with the Principal” was formed for students to express their concerns and talk about the various problems that they face in college.
2. Give recommendations: Apart from discussing the problems that students typically faced, this forum was also meant for discussing the solutions to the problems.
3. Suggestion box: Every college has a suggestion box, but is hardly used. To maintain transparency with the students, not only the suggestion box is opened, but also read in front of the entire forum and even recorded in the minutes.
4. College Initiatives: Apart from the academic activities the college is also involved in various initiatives started by the students. Student Inititaitives are discussed during the forum to bring up what can be done better and if there is any kind of support required.
5. Review and follow-up: If there were any agenda that was meant for the next academic year and needed a follow-up, these kinds of discussions were carried out to understand the work progress.
6. Communication Channel: Most of the students in various colleges are not aware of how to communicate their suggestions to the Principal. This channel encourages students to speak fearlessly with the Head of Institution.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

IQAC prepares the strategic perspective plan before the beginning of the new academic year.

The plan focuses on the areas such as academic calendar, training of teachers, workshops, seminars, collaborations, MOUs, curriculum enrichment, skill development, faculty development etc.

The plan clearly highlights short term goals as well as long term goals for the academic year.

The plan, as prepared by IQAC, is tabled before the College Development Committee before the start of the next academic year for approval after which it is communicated to all the stakeholders. The approved plan gets uploaded on the college website also.

Academic and administrative decisions in the academic year are taken after careful consideration of the strategic perspective plan prepared by the IQAC. For the academic year 2020-2021, the strategic plan included short term goals in the area of research, career development of staff, webinars, training and implementation of online lectures and examinations. The same plan included long term goals in the areas such as skill development, curriculum enrichment, value education etc.

Proper activities under all these areas were identified at the beginning of the academic year with a proposed timeline for the completion of the same. Academic targets based on the strategic perspective plans are given to the course coordinators for execution and administrative targets based on the strategic perspective plan are given to the registrar of the college for execution.

Reports and stakeholders' feedback of every activity conducted under the plan is maintained by the course coordinators and college registrar respectively. This feedback is analysed for the requirements of the stakeholders before subsequent plans for such activities are designed in future. The report and feedback are submitted to IQAC for analysis and based on which IQAC suggest a future course of specific action to be planned for the next academic year.

The Institute has the practice to submit a monthly report to the parent trust. All the teachers submit relevant data of the activities conducted in a month to the teacher in charge of preparing the monthly report. The teacher in Incharge and Course coordinator then compile a report and send the same to Registrar; at the end of the academic year, monthly reports collected in the last 12 months get consolidated into the annual report of the Institute.

At the beginning of each academic year, the teacher in charge of all committees and cells conducts a primary meeting with core members in order to plan events for the upcoming academic year based on IQAC suggestions and the plans placed in the academic calendar. As per the requirements given by the committee, the IQAC makes suggestions, on the specific programs to be conducted from the point of view of the deployment of the overall plans of the college.

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

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

Response:

The college is affiliated with the University of Mumbai and is governed by Shri Vile Parle Kelavani Mandal, the college is having multi-tier systems for its governance.

At Shri Vile Parle Kelavani Mandal, the college is assigned a mentor who is a representative of the Managing committee of SVKM. At the college level, the Principal is the apex of the internal administration and is assisted by the Registrar, Coordinators of courses, staff, and IQAC.

The apex body of the college is the 'College Development Committee'(CDC).

Administrative Setup: The administrative setup consists of the Principal, followed by the course coordinators, Librarian and Registrar.

The organizational structure of the courses includes Co-ordinator, Associate Professors, Assistant Professors stage-1, 2 and 3 and Librarian.

The formal organizational structure of the library staff includes the Librarian, Library Assistant, and Library Attendant.

The formal organizational structure of the laboratory staff includes the Laboratory In-charge, Laboratory Technician, Laboratory Assistant, Electrician, and Laboratory Attendant.

The formal organisation of administrative staff includes Registrar, accountant, head cleck, junior stenographer, senior clerks, junior clerks and peons.

Service Rules: For the service conditions and rules, the institute follows the rules and regulations laid down by the University of Mumbai, the Government of Maharashtra and Parent trust SVKM.

Procedures for Recruitment And Promotion: In the Institute, the recruitment is carried out in accordance with norms laid down by the University of Mumbai from time to time. All the recruitments and promotions are done by the SVKM Management according to the norms of the University of Mumbai and the Government of Maharashtra.

Grievance Redressal Mechanism: The college has a Grievance Redressal Cell, Anti-ragging Cell, and Internal Complaint Committee (ICC) for timely redressal of the student and the faculty grievances.

Mechanisms for grievance redressal:

a) Student's direct access to authorities – Students can directly approach the Principal, the Registrar, and Coordinators to put up their grievances.

b) Student's suggestion Box – The student can put their complaints in written form in the suggestion boxes kept at different locations on the campus. The boxes are opened periodically and the authorities take cognizance of the grievances and suggest appropriate measures.

c) Student Council - The grievances of students are received through the members of the student council, and the appropriate measures are taken care of in coffee with a principal session in front of students themselves.

d) Open Discussion with employees - Primarily, the Principal, the Co-ordinators and the Registrar resolve the grievances of employees through open discussions and interactions.

All the activities In the institute are closely monitored and function as part of SOPs which are within certain policies.

A proper channel of communication and hierarchy is followed for formal communication which is gradually shifting to Email and Whats app communication.

Class Representatives, Student council members, Committee heads, teachers in Incharge, Coordinators, IQAC, CDC, OB etc are the various levels that are followed for all administrative and academic requirements.

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

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

The institution has effective welfare measures for teaching and non-teaching staff like following:

1. **Maternity leave** - 6 months of maternity leave is given to female faculty members as per the rules.
2. **Half Pay Leave** - A total of 20 days' leave in a year is allowed for eligible staff members.
3. **Casual Leave** - A Total of 15 days' casual leave (In a Single Academic Year) is allowed for Staff members. For Non-teaching staff a total of 8 days in a calendar year.
4. **Duty leaves** for attending conferences/seminars/research activities and examination purposes are allowed only against documentary evidence produced by the staff members. And all other special leaves as per norms.
5. **Earned Leave** is allowed up to 30 days per year for all non-teaching eligible staff members.
6. Summer, Winter Vacation & Bank Holidays as per University Norms
7. **Employees Provident Fund scheme** is provided to teaching as well as non-teaching staff.
8. **Health Care Insurance** is provided for the staff members and their family members for up to Rupees 200,000 per individual.
9. College Teaching and Non-Teaching staff celebrates a healthy practice to go for a semester-end lunch /dinner at a restaurant near the college premises.
10. **On-campus Doctor** facility is provided to all the members of staff as well for non-teaching staff.
11. A yearly **health check-up** at NANAVATY hospital is provided to all the Teaching as well non-teaching staff members.
12. The Parent Trust Shri Vile Parle Kelavani Mandal has an exclusive SVKM **Pension Scheme** for long term relations and the welfare of employees.
13. **Accident Insurance** is worth 10,00,000 per head for all the employees of SVKM.
14. Institutional **Professional Development Programs (PDPs)** for all staff members is given from time to time by HR Department as per the need and availability of experts. Monthly 3-8 training programs are arranged at the SVKM level which is free of cost.
15. There is an **ambulance on-call service** available.
16. A **Counsellor on campus** is available with personal appointments given for staff and students.
17. An **orientation for the new staff members** is organised by the SVKM each year.
18. **Outbound Faculty Development Programs** are arranged by IQAC on a yearly basis.

19. **Travel Reimbursement** for outstation Research Conferences depending on availability of research funds and budget utilisation is provided.
20. **Recreation Facilities** for staff members like reading and relaxing rooms are available.
21. **Joint birthday celebrations** for staff members by the staff common room secretary are arranged.

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

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

Response: 57.8

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**

2020-21	2019-20	2018-19	2017-18	2016-17
7	17	20	16	12

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

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

Response: 11

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	11	10	11	12

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

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

Response: 40.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
19	8	11	6	7

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

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

Response:

The IQAC of the college initiates the process of self-appraisal for all the staff members by sending a mailer for the appraisal forms at the end of the academic year. The Teaching and Non-Teaching staff fill up the self-appraisal forms in the system which helps them get clarity of their yearly performance within the given role. The Teaching Staff is given the PBAS-form for self-appraisal which includes assessment in areas to evaluate their performance such as research, teaching and administration. The newly joined faculty members fill in a D2 form in addition to the PBAS forms. The D2 form carries additional information like the educational background and previous experience of the faculty member. The forms are then reviewed by the course coordinator and then sent to the Head of the Institution to assign the final scores which become an indicator of their performance. In addition to the annual appraisal system, the teachers fill in their achievements on the Oracle HRM portal on regular basis. There are objective and subjective parameters in the form that provide feedback to the teaching and non-teaching staff that cover the job responsibility carried out by the employees.

The purpose of the appraisals is to make recommendations for the staff and discuss inadequacies or gaps that can be improved in the future.

For Non-teaching staff, an appraisal is done after self-appraisal forms are verified by their respective reporting officers (Administration staff - Registrar, Library Staff - Librarian). Once the verification is done with comments and remarks the same goes forward to the head of an institution for further recommendation. On the recommendation of the head of the institution, the eligible cases get forwarded to the scrutiny committee of the SVKM.

As per staffing pattern, the posts are generated and promotions are given as per eligibility and seniority by following all the norms.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The Institution has established a practice of conducting external audits every year to ensure statutory compliance. A statutory audit is conducted on yearly basis by the statutory auditor of the institution appointed by the SVKM management from time to time.

The audit staff thoroughly verifies the income and expenditure details via the SAP system and it is conducted once a quarter for a 5 to 10 days period as per requirement at regular intervals. The practice aims to monitor the effective and efficient use of financial resources as mentioned below:

Before the commencement of every financial year, the principal submits a detailed budget that is tabled in the CDC. This budget is prepared after including the recommendations made by the departmental coordinators, to the management The college budget includes recurring expenses such as salary, electricity, internet charges, maintenance cost, stationery, other consumable charges and non–recurring expenses like assets, furniture and other development expenses. After detailed discussions with the Chief financial officer appointed by management, the budget for the financial year is approved.

The expenses are then monitored by the accounts department as per the budget allocated by the management for each of the heads of expenditure. The expenses over and above the budgeted heads during the year are considered at the OB level for sanctions. The audited statement is duly signed by the chartered accountant.

Name of the External Auditor: Kishore A. Parikh & Co.

Name of the Internal Auditor:

For FY 2016-2017: Pranav B Raval & Associates

For FY 2018-2019: NG Thakrar & Co.

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

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

Response: 17.39

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

2020-21	2019-20	2018-19	2017-18	2016-17
1.33	1.24	6.29	2.28	6.25

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

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

Response:

The Institute follows a process for the mobilization of funds and utilisation of resources. The process involves various committees of the institute as well as the course coordinators and the Accounts office.

Mobilization of Funds: the student tuition fee is the major source of income for the institute. Various non-government agencies sponsor events like seminars and workshops. Sponsorships are sought from

individuals and private limited companies for academic events and fests.

Utilization of Funds: An accountant monitors the optimum utilization of funds for various recurring and non-recurring expenses · The purchase committee seeks quotations from vendors for the purchase of equipment, computers, books, etc.

The quotations are scrutinized by the purchase committee before a final decision is made based on parameters like pricing, quality, terms of service, etc. The Principal, Accounts department and purchase committees ensure that the expenditure lies within the allotted budget. The intervention of the OB is sought in case the expenditure exceeds the budget.

Resource Mobilization Policy and Procedure: Before the financial year begins, the Principal and course coordinators prepare the college budget.

The institutional budget includes recurring expenses such as salary, electricity and internet charges, stationery and other maintenance costs. It includes planned expenses such as laboratory equipment purchases, furniture, and other development expenses. The budget is scrutinized and approved by the CDC. The accounts department and purchase department monitor whether expenses are exceeding budget provision. Statutory auditors are also appointed who certify the financial statements in every financial year.

The college aims at promoting research, development, collaborations and other activities, involving the faculty at various levels. Travel grants can be sanctioned to faculty to present research papers in person at National or International Conferences in India or abroad, depending on the availability of funds.

Effective utilization of infrastructure is ensured through the appointment of adequate and well-qualified lab technicians & maintenance staff. The available physical infrastructure is optimally utilized beyond regular college hours, to conduct remedial classes, and co-curricular activities/extra-curricular activities.

The college infrastructure is utilized as an examination centre for Mumbai University Examinations. The library functions beyond college hours for the benefit of students, faculty, and alumni.

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

The Internal Quality Assurance Cell (IQAC) was established in the institution to maintain and enhance the quality of academic and administrative processes in the institution. The IQAC consciously and consistently ensures the adequacy, maintenance and appropriate allocation of support structures and services that play an important role in improving the performance of the institution. The IQAC has

developed standard operating procedures for academic and administrative processes like Admission, Procurement, Attendance maintenance, Collaborations and MOUs, ICC and Grievance handling and promotion under CAS. Some of the policies developed by IQAC are in the area of research, consultancy, internship, Divyanjan, recruitment, resource utilization and gender sensitization plans.

The IQAC ensures upgrading the quality of the faculty by continuously motivating them to participate at orientation and refresher courses, short-term and professional development programs and online learning platforms like NPTEL, SWAYAM and MOOCs. Training programs are held to train staff and students to use ICT tools for administration, teaching, learning and research. Soft-skills training programs are arranged to develop leadership and team building qualities in students. The IQAC has arranged training sessions and provided adequate support for adapting to digital platforms during the lockdown thereby encouraging staff and students to arrange online events.

Library Audits and Intellectual resource audits are conducted every two years to review the adequacy of learning resources for the staff and students. The IQAC provides remote access of learning resources to all the stakeholders. RFID gates in the Library guarantees authentication while accessing the library resources.

The IQAC has developed mechanisms to monitor the regular teaching and learning of students. After assessments, they are guided and motivated through mentor mentee and buddy programs. The IQAC also conducts feedback analysis for curriculum enhancement and annual student satisfaction survey and uses the same to introduce value added programs to make students more industry ready. Soft-skills training programs compliment leadership and team building qualities in students.

The IQAC strives to develop conducive environment for research by conducting research methodology workshops for faculty and PG students. The IQAC also conducts regular programs for Intellectual property Rights, Entrepreneurship and Professional ethics for staff and students. It continuously strives to collaborate with institutes of repute for resource sharing, student support and faculty exchange.

The IQAC promotes environmental consciousness and eco-friendly practices in the institutions. The green policy is drafted to nurture clean, green and eco-friendly campus. Outreach programs like beach cleaning activities and tree plantation drives are conducted regularly to sensitize students and staff of their social responsibility. The IQAC recommended the installation of sensor-based lights and solar panel with the same objective.

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

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

Response:

The Internal Quality Assurance Cell (IQAC) has been emphasizing on quality enrichment of all aspects of the College. The College has continued to move towards quality enhancement in its 2nd Cycle of accreditation by working on the recommendations of the Peer team in the first cycle.

Curriculum Enhancement Practices: Towards the end of every academic year, IQAC initiates feedback process for curriculum from stakeholders and based on the analysis of the feedback decides on the action to be taken for bridging the gap in the curriculum. Some of the initiatives undertaken are as follows:

- Letters are being sent to the board of studies of various programs suggesting the enrichment of curriculum by including experiential learning components in the curricula.
- Seminars, workshop and guest lectures are arranged at departmental level to supplement the curriculum and provide industry-oriented experience.
- Students are encouraged to take up internship as per the internship policy developed by the IQAC.
- Field visits are conducted by the departments to provide hands on experience to students
- Value added programs like social media marketing, graphic designing and skill-based certificate courses are often arranged to give a fillip to the curriculum.
- The teaching plans are revised to include topic specific teaching methodologies and continuous evaluation strategies, are regularly monitored by course coordinators.
- MOUs and collaborations are initiated to enhance resource sharing.

Enhancing Teaching Learning Practices:

- The IQAC prepares semester-wise academic calendars which is shared with all faculty members, who prepare course-wise teaching plans and classwise time-tables to monitor teaching learning process through the academic year.
- The IQAC believes that all students have different learning levels and needs. Therefore, it is pertinent that teachers adopt specific teaching learning pedagogies.
    - The IQAC has been conducting Course Preparedness Test, wherein the first-year students are administered a course wise test at the beginning of the first semester.
    - Assessments of all students are done to categorize students preferring a fast pace of teaching, students preferring a slow pace of teaching and students who have difficulty in memorizing information.
    - The different pedagogies include experiential learning, Collaborative learning, Problem Solving Methods, Flipped Classroom, learning through add on and certificate courses, Learning through co-Curricular and extra-curricular activities.
    - The IQAC regularly arranges Career oriented vocational guidance sessions for students to equip them to face global challenges.
    - The students are offered choice of electives in their respective programs.
    - The student portal is used to conduct student feedback on teaching learning processes.
- Research Methodology workshops are regularly arranged by the IQAC to promote research environment. NLIST logins are provided staff and students.
- Media Incubation is another initiative of IQAC to nurture and support innovative ideas of students.

Capacity Building and enhancing activities:

Since its establishment, the IQAC has focused on the overall physical and mental development of staff and students and some initiatives during the last five years include:

- Arranging regular Professional development programs and skill-based training program for faculty members and soft-skills sessions for students.
- Encouraging faculty members to participate at orientation, refresher courses and short-term courses arranged by HRDC to remain updated with the latest practices in education fields.
- Constantly encouraging staff and students to participate at various MOOCS like Coursera, NPTEL, Swayam, Spoken Tutorials by offering remote login access through Ezyproxy.
- Regular training sessions for the staff for maintaining attendance and examination system using various SAP modules and HRM using Oracle, Ezyproxy for research and MS-Teams for teaching, learning and assessments have been undertaken.
- Department-wise orientation and regular training for students for using Student portal and Ezyproxy for learning resources.
- Capability enhancement programs are arranged to impart necessary skills to staff and students.
- Gender sensitization, social outreach activities, mental health programs, yoga sessions and value-based programs are conducted regularly.
- Students are guided about their fundamental rights and duties towards the nation building by encouraging them to participate in Swatch Bharat Abhiyan, Afforestation drives conducted by the government.
- Students awareness initiatives also include programs such as ‘Importance of Voting’ and ‘Right to Information’.

Enhancing Evaluation Systems:

- The IQAC has developed standard operating procedures for internal and semester end evaluations conducted at college level.
- ICT tools are used to enhance confidentiality, accountability, transparency and monitoring in evaluation systems
    - The internal marks are entered on the college ICA portal by the faculty
    - Barcoding is used for answer-books
- Experienced external experts are invited for moderation and revaluation of answer-books as per norms set by the University of Mumbai.
- Complete Confidentiality is maintained for question paper setting by random selection of question paper set.

Tracking learning outcomes and attainment levels:

- The IQAC has developed a process to assess course wise learning outcomes and attainment levels by identifying course specific parameters and mapping them to the graduate attributes.
- Pedagogical changes are made in the course delivery to enhance the attainment levels of the attribute for a course.

Enhancing structure, methodology and operations:

- The IQAC designs value added courses mapping to latest industry requirements
- The IQAC reviews the policies, capability enhancement schemes, academic and administrative processes and formats of teaching plans and formats for feedback of various stakeholders in the

quarterly IQAC meeting and makes necessary revisions as per the changing regulations after taking approvals from the CDC.

- The IQAC conducts a student satisfaction survey at the end of every academic year to assess the overall functioning of the institution.
- The IQAC conducts Regular Academic and Administrative Audits, Library Audits, Intellectual resource audits and ISO surveillance audits by engaging external experts to monitor the performance levels in various areas of teaching and learning.
- IQAC prepares strategic perspective plan for the forthcomming academic year which is approved by the CDC.
- Members of IQAC attend workshops arranged by NAAC officials from time to time to keep themselves updated on the latest requirements for accreditation.

The IQAC of the college will continue to strive to enrich the quality of overall teaching and learning for inculcating skills and values necessary for embarking towards a goal for creating a successful global citizen leading to fulfilling the institutional mission and vision and aligning itself in the forthcoming years to the NEP 2020.

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

6.5.3 Quality assurance initiatives of the institution include:

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

Response: A. All of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

As one of the top institutions, our vision is to create a safe space for all the students and provide a gender sensitive environment. The concept of gender sensitization is not only applied to classrooms but also throughout the campus. The college takes pride in giving students a sense of equality in the society in which women and men enjoy the same opportunities, rights and obligations in all spheres of life. The college has successfully been able organise a host of activities/events related to gender equity, and it is to be noted that there has also been an incremental growth in the number of activities every year. A range of coordinated activities was conducted in the last five years by important college committees such as Women's Development cell, Social Outreach unit, Department of Life Long Extension and Learning, and NSS, to collectively raise the awareness of students about various social issues that have resulted into the absence of gender parity in the society. Awareness and sensitization is created towards gender equity through various events. Various activities, workshops, webinars, events and lectures were specifically designed to holistically bring about an empowered outlook specifically for female students such as creating sexual awareness, understanding gender spectrum, knowing women's rights, detecting gender stereotypes, enlightening students about gender disparity and the importance of increasing gender parity.

The Women Development Cell organised several gender equity activities like a week-long "Self-Defence" workshop, Gender sensitization workshops with lawyers and social workers of leading NGOs like AKSHARA foundation, Chat with Gynaecologists, and many more contests like open mic events and debate competitions.

The NSS committee has also conducted well-coordinated activities such as Child abuse awareness workshops, Social sensitization and Child safety training webinar. The Department of Life Long Extension and Learning (DLLE) has organized events for legal awareness and the Rotaract Club of College has also coordinated events on women rights and equality.

The college has an internal complaint committee that looks into the issues revolving the safety and security of women. The internal complaint committee is constituted as per the regulations of the University of Mumbai. A suggestion box is also maintained to receive any complaints and grievances of students.

Individual mentors (teachers) have been assigned for batches of students, they address the overall grievances of students, which also include the safety and security concerns.

Even amidst the Pandemic of COVID-19 the college tried to organise events and take the moto of gender equity forward. Online events, activities and webinars were organised to spread gender equity and gender sensitise the students.

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

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

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

Response: A. 4 or All of the above

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

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

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

Response:

1. **Solid Waste Management:** The college generates solid waste in the form of paper and plastic and wet waste in the form of decomposable left-over food items by the students, faculties and other staff and visitors. A waste audit was carried out by UPG College Social Outreach Department on 17th December 2019 in collaboration with RUR Greenlife Pvt Ltd. Based on the recommendations, the college decided to segregate the waste into dry and wet waste. This practice has been adopted to segregate dry waste and wet waste. Separate bins marking dry waste and wet waste have been marked and placed in college campus across various classrooms, computer labs, electronic labs, staffroom, office area etc. At the end of each day the waste is collected by the house keeping

department of the college and is sent to BMC (Brihan Mumbai Municipal Corporation) for segregation.

- **Liquid waste management:** The college is situated in the heart of Mumbai. The college produces liquid waste in the form of sewage produced by toilets and washrooms present in the college campus on the mezzanine floor in staffroom, on 3rd floor toilet and washroom and on the 4th floor toilet and washroom. The college has an adequate waste disposal system which is connected to the Brihan Mumbai Municipal Corporation sewage canals.

- **Bio Medical waste:** The college does not generate any form of bio medical waste. Even during the Covid pandemic era all the staff members were discouraged to use disposable masks.

- **E-Waste Management:** UPG college has a firm policy on e-waste management. Hence, the BSc IT (Information Technology) Department of UPG college organized a massive e-waste drive which was a roaring success. The objective of this drive was primary to create a sense of awareness as far as the hazards of electronic waste is concerned. Students were able to successfully collect all forms of electronic garbage that otherwise would have remained unnoticed. The e-waste generated is disposed off every year in adherence to the Maharashtra state government norms for disposal. In addition to this drive as a practice, the yearly E-waste generated in the form of wires, obsolete projectors, computers, and damaged electronic equipment are shipped off Shirpur campus.

- **Waste recycling system:** The college does not have any waste recycling process; however, the waste generated such as papers, books, stationary items are sent to scrap dealers for further recycling.

- **Hazardous chemicals and radioactive waste management:** The college does not generate any form of hazardous or radioactive waste.

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

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

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

7.1.5 Green campus initiatives include:

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

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document
Link for any other relevant information	View Document

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

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

Usha Pravin Gandhi College of Arts Science and Commerce has a strong commitment towards creating an inclusive environment that constantly supports socio-religious diversity. Several events are conducted round the year to inspire a mood of communal harmony and brotherhood. The E-Ganesha festival was a unique event conducted from the 22nd of August to the 11th of September. It was an (online) inter-faith, communal gathering of students for what is known as an ‘Virtual Aarti’ that gives birth to a festive mood.

Even during the pandemic, RCUPG committee made sure that the vibrancy of E-Ganesha remained untouched and the joy spread through the wide smiles remained exceptional. A virtual aarti was conducted on all days followed by exciting and intriguing games. Another key event held that had fostered a sense of cultural diversity was 'Navatar'. The main motive for 'Navratri' is to celebrate the Power of Female. This event highlighted the power of females. It signified the story behind worshipping the goddess Durga. It was praised and received by all the viewers and was a great success. 'Christmas with elves' was the final event of the year that was meant to spread happiness to the economically challenged section of the society.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Link for any other relevant information	View Document

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

Response:

Usha Pravin Gandhi College of Arts, Science and Commerce organizes various activities to make students and employees aware of the constitutional obligation: Values, Rights, Duties and responsibilities of the citizens. Independence Day and Republic day are celebrated by organizing activities highlighting the importance of Indian Constitution. The students are encouraged to participate in the activities of spreading the awareness among citizens on social issues like Girl child safety, providing help to underprivileged people, protection of environment, and sensitization about social issue.

With the objective of spreading awareness of these issues amongst the people several events such as 'Poetry writing competition on world environment day', 'Help other-to prevent people from suicidal act', 'Digital connect-to guide elderly people about digital media', 'Sign Language Training – to communicate with Divyang', 'Kali- Session on Legal Rights and Girl Protection', 'online teaching session via zoom with the underprivileged children of Voice of Slum NGO' and Social Sensitization events on topics such as "Are men always the villain", "Substance Abuse is a greater threat to individuals than the country as a whole." were organized. On the occasion of Indian Constitution day, Documentary Screening, Webinar, Quiz and Writing Competition on Constitution Day were organized to instill the constitutional values, duties, rights and responsibilities among students.

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

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

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

Response: A. All of the above

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

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

Response:

Throughout the year the college organized various national as well as international commemorative events and festivals. The donation drive for migrant laborers is one of them. There are an estimated 139 million migrants in the country, according to the World Economic Forum. The help generated by UPG College had definitely fulfill the need of such migrants in little way at least.

During the Covid pandemic, college took the initiative to organize various informative webinars. The college has also organized International Women’s day, Kali - webinar to celebrate 'National Girl Child Day', Constitution day Documentary Screening, Webinar on Constitution Day and Writing competition on Constitution Day to create Consciousness about national identities among students. On the occasion of the Independence Day, the event ‘The Great Indian Search’ was celebrated to throw some light on the freedom fighters of India.

The college organized an interactive fun session for children with disability to celebrate on the occasion of

Children's Day. Some of the events organized during Humanitarian Week are Let's Talk – to know more about ourselves, shabdon ka karvaan – express yourselves, Portraits of Humanity, Itni Si Hassi, Sanskruti – Precious culture of India, and HOPE-optimistic way of life. Ganesh Chaturthi Celebration and Gurupaurnima were celebrated as national festivals.

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

7.2 Best Practices

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

Response:

1. Title of the best practice: **Capacity Building for Students**

2. Objectives of the practice:

The broad vision of this best practice is to strengthen the skills, instincts and abilities of students required to make them industry ready

- To help students understand the soft skills and life skills needed for a vocation.
- To minimize the gap between classroom and industry
- To help the students navigate through the period of confusion and anxiety while making career choices

3. The Context:

The vision of the institution is to gain contemporary knowledge by innovating, adapting and resetting learning as a more accessible, digital and collaborative experience. Hence by keeping this vision of our college in mind, we skill our students through a set of comprehensive programs that include Short-term courses, pre-placement talks, soft skills, and internships. One of the objectives of the institution is to empower students with knowledge and skills in their chosen fields by providing opportunities to realize their potential. Placement Counsellors help students in understanding the requirements of the industry and matching them with the student skillsets. The industry demands students to have soft skills apart from regular theoretical knowledge. Becoming adept at soft skills helps students learn, live, and work better in the competitive world. To achieve this, the institute organizes soft skill training programs for all those students who qualify for pre-placements. The Soft skill programs inculcate values befitting a global citizen. The soft skill program is for a duration of three years. The first-year syllabus includes topics such as:

Becoming a global citizen, Assertive training, getting work ready at your workplace, Identifying your strength and weakness, Self-awareness, and Emotional intelligence. The second-year syllabus includes topics such as Conflict Management, Problem-solving, Time management, and goal setting. They particularly help in developing the skill of assertiveness in communication. The soft skill session involves exercises that allow students to identify their strengths and weaknesses. The ability to remain self-aware is also developed during soft skill sessions. Along with aptitude test preparation, this program also takes care of emotional intelligence. Students are taught how to successfully deal with crises and conflicts concerning their workplace. Meeting of project deadlines is the most demanding industry need. Students are made to understand how to value time as a resource. Students also learn to plan their short-term and long-term goals during these sessions. In the third year, students are invited to the pre-placement talks to provide guidance and information about the latest opportunities available in the job market.

Career Counselling plays a vital role helping the students navigate through the period of confusion and anxiety while making career choices in student's academic journey. It not only helps in personality development, but also in being more organized as an individual. In today's extremely tough, competitive world, career counselling gives the awareness about opportunities available. Because of the changing dynamics of the world today, the job that the student could be seeking might not be available any more. The knowledge imparted to students often falls short of what the industry is demanding. To understand the changing need and fitting it with the demand of the industry is the real challenge of career counselling today.

Reducing the gap between classroom and industry is imperative in today's world. The industry is evolving at an unexpected pace. In order to make the students keep up with the rapidly changing demands of the industry, over twenty-five well curated short-term courses have been successfully run by the college in the last five years.

4. The Practice:

More than 50 capacity-building initiatives were organized in the last five years, which impacted on an average sixty percent students of the institution. Over 3500 students successfully completed comprehensive programs on soft skill, short-term courses, language and communication, life skills and ICT between the period 2016-2021.

A good number of students have been placed in leading multinational organizations due to the rigorous training they received during the various capacity-building initiatives. On an average 80 percent of UPG students in the last five years have not only completed their higher education but also secured a job.

The capacity-building comprehensive programs helped them in gaining knowledge about allied fields and making a sound career decision. Numerous sessions were carried out in the institution inviting various speakers from the industry. These speakers had immense knowledge of their industry and helped students to understand what the industry is demanding. Also, from the future perspective, the industry experts helped students identify in which direction the industry is expected to head and what is going to be the future prospect in the respective fields. The experts helped in answering the queries that students had with respect to their career goals and job opportunities. Some of the experts who spoke to students included journalists, IT experts, Management professionals, screen writers, freelance photographers, content writers, branding expert and a few of them were international speakers as well. The speakers also spoke a lot about

educational opportunities after graduation, which helped 86% of students in securing better jobs in reputed organizations.

5. Evidence of success:

The outcome of this comprehensive capacity building programs is linked with performance of students. It is measured in the form of feedback given by the interviewers to the institution. Capsule internship for media related courses is an initiative to develop the skills of their interest in the process of film making/television series making and understanding other aspects of media. Technovation is an outcome-based project exhibition organized by Information technology students to gain competency and mastery with an industry based environment through software development activities. Bazaar-E-UPG is an innovative practice implemented by department of management to inculcate skills like entrepreneurship management, salesmanship, retail culture, marketing, advertising and bargaining.

6. Problems Encountered & Resources Required:

The industry academia gap sometimes proves to be a hurdle when it comes to the demand of the vocations. UPG is compelled to follow the university curriculum that allow for very little flexibility when it comes to reshaping the syllabus as per the changing industry demands. Career counselling sessions require quality individual attention, which is difficult to achieve with the larger number of students. There is a pressing need for greater financial resources and smarter technologies to expand capacity building initiatives into a 360-degree approach that will also lay emphasis on the extra-curricular aspects of a student's academic journey. In due course of time, the alumni base will be well placed in order to supplement the capacity building initiatives of the institution.

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1. Title of the best practice : Green Initiatives

2. Objectives of the practice

- To create a sense of responsibility towards the creation of a greener environment
- Training college students to coordinate student led green initiatives
- To acquaint them to the basics of the cultivation of vegetable garden
- To cultivate and culture plants at various locations deprived of green environment
- To dispose waste collected properly and safely
- To beautify the unclean locations

3. The context

As our institution is located amidst the hustle and bustle of busy streets with the absence of naturally green environment, we have constantly endeavored to build a green campus. Mumbai is a city that is vertically growing, resulting into what is unpopularly referred to as a '*Concrete Jungle'*. Cleanliness has not been the greatest strength of this city. Therefore, a great many water bodies have continued to remain in a state of extreme defilement. Hence, there is a growing need to continually clean the beaches and restore the beauty that had once graced the city!

In a space constrained city like Mumbai, where students have little opportunity to engage with gardening

and vegetation, the college introduced the initiative of creating an Edible-garden, which will afford students the exclusive setting to acquaint themselves to the basics of vegetation.

4. The practice

Practice for clean-up drive:

The college has conducted many successful clean-ups drives at Juhu Koliwada, Dadar Beach, Mithi River, Tata Compound, Prem Nagar, Karav Village (Vangani), and College Campus. Moreover, the college has planted 1193 trees at SRPF ground, Mumbai, and at different locations across India in five years.

The volunteers collected different types of plastic waste including milk packets, plastic bags and microplastics. Along with this, different types of wet waste were collected. There was active participation by all volunteers in the collection and safe disposal of all waste found at the beach and other locations. Volunteers successfully took steps towards a greener

surrounding. Substantial waste was collected and disposed. A sense of public engagement was created as the local residents started to join volunteers in cleaning the beach.

Practice for UPG Edible Garden:

The gardener used to gather the students of SOU and brief them over how to execute the project of ‘edible gardens. Ms. Dipti Jhangiani, Owner and Founder of Edible Gardens Pvt. Ltd. guided our SOU volunteers. Volunteers helped cleaning the terrace area outside the library which was then just an unused space overlooking the main entrance of college. Also, the contractors worked on the terrace area to make it a safe and viable place that can be used for gardening by adding taps and netting around the gallery.

During the weekdays volunteers rounded up all the plants and pots lying around campus and began the process of reviving those plants. They also started brewing soil right from scratch in three huge drums. In this process, volunteers laid repetitive layers of various organic matters available in college surrounding like bamboo, coconut shells, dried leaves, bagasse and also handled cow dung. The students, who were holding back at first, were having fun doing it by the end of week. During the weekdays volunteers upturned the already brewing soil to air it and also added new layers of same organic matter. It could be observed that all the components were starting to decompose. Volunteers also planted their first sapling, a lemon tree sapling. Followed by plantation of certain edible climbers like red spinach, ivy gourd (tinda),etc. Volunteers began the week by upturning the brewing soil. Following whole week students planted various herbs and flowering plants like Italian basil, chives, lettuce, cherry, etc. Also, vegetable sapling like brinjal, tomatoes, curry leaves were planted. Brewing soil was giving out pleasant earthen smell and had turned black, hence was ready for activating nitrogen cycle. Volunteers laid seeds of maize, mustards, celery, cilantro, and arugula. This micro green grew within 1-2 week, and are very reach in nitrogen. Hence once grown to height of 1-2 inches they will be harvested and added to the brewing soil. Green colored plant can be observed on the brewing soil and pots where micro-greens were planted. All the plants were doing well in their new home. They were topped by new soil by volunteers. By the end of week some of the micro greens which were ready along with lettuce and Italian basil formed UPG Garden’s first harvest, which was presented to the Principal, Dr. Anju Kapoor, and the staff members. The principal visited the garden to encourage and appreciate students for their work. She harvested the lemon that was ripe to use and also helped in planting butterfly-attracting plants necessary for pollination like blue star. All the micro greens were harvested and mixed with brewing soil to make it rich in nitrogen.

Drip irrigation systems were laid for the fast-approaching summer. Seeds for vegetables like pumpkins, bottle gourd were planted too. Waste plastic bottles were up cycled to become beautiful new homes to herbs and money plant.

Plantation Drive:

UPG College in association with the Rotary Club organized a plantation drive at the Wada grasslands in the Palghar district near Mumbai in the month of November 2021. The aim of the activity was to plant one tree for every student in the institution. This was the attempt not only towards to leave behind a trailblazer for the other institutions but also motivate others to contribute towards adding the depleting green cover to our Mumbai City. Every tree planted was Geo-Tagged on the name of every student in the organization.

5. Evidence of success:

- Students developed a greater sense of responsibility and affection towards the process of green vegetation. Students learnt the process of planting and maintaining the garden.
- Through the plantation drive, the volunteers played their part in ensuring a greener future amidst the concrete jungle. Moreover, through the clean-up drives, the targeted locations were found much cleaner than it was before. Volunteers ended the clean-up drives by bringing a great change to the environment. They also imparted knowledge regarding cleanliness to villagers. A substantial amount of waste has been eliminated from the surroundings and disposed of safely in the past years.
- The grand outcome of this practice was that the initiative broadcast on **Republic TV** organized by the 'Beach Please India' organization. Furthermore, we received the **'Social Service Excellence'** award from Khushiyaan Foundation NGO in 2019 for extraordinary and selfless service towards the nation.
- The greatest evidence of this practice is the regular supply of vegetable and fruits from the garden, which is provided to the support staff.

6. Problems encountered and Resources required:

- College is working on fixing the issue of using AC water from pipes on terrace to reach the plants.
- Taking permissions from all the authorities for the drives was one of the most important and difficult parts of this activity.
- Many items left on beaches such as broken glasses, sharp metals, or hard plastics proved to be a major threat for the volunteers. However, volunteers ensured the safety of all students and no one was hurt during the drives.
- Clean-Up Drive: masks, gloves, sanitizer, waste collection basket and broom
- Plantation Drive: saplings, water sprinkler and spade.
- A dedicated professional gardener to look after the edible garden and its produce.
- Green fertilizers to help improve the produce.

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

7.3 Institutional Distinctiveness

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

Response:

Institutional Distinctiveness –

"It's not that we use technology, we live technology!"

-Godfrey Reggio

UPG stands for agility with a capital 'A'. Nimble when it comes to decision-making and execution. Unlike rest of the educational institutions, UPG is not burdened by the paperwork processes and slowed down by bureaucratic impediments. And this could have only been possible with the hand of technology that gives UPG an edge over its counterparts. One of the significant endeavors of UPG has been to radically digitalize all the academic and administrative processes. Digitalization above everything has made us agile as an organization, drastically reducing the turn-around time for all queries and enabling us to execute tasks at an accelerated pace compared to all our competitors!

This is the phase of radical development where technology is taking over every niche and corner. Smartphones, laptops, and tablets are no longer devices that education can steer away from; during this phase, education system is evolving for the sake of betterment, as the learners of this generation are not born to be confined by the limits of simple learning; their curiosity is vast and cannot be catered with educational systems that were designed earlier for a different world.

However, for revolutionize the teaching –learning process, it equally important to revolutionize its supplementary branches as well such as the administrative processes associated. Therefore, comprehensive digitalization has been the mantra for UPG, be it academics or administration.

Comprehensive digitalization has gone about in phases on four key fronts such **as Teaching-learning, Human resource, Admission and Examination**. This has also brought about efficiency and transparency of the processes.

Digitalization of Teaching- Learning Process: The college has set up a robust digital architecture to ensure that students do not miss out on any aspect of learning. With the help of features such as screen share, PowerPoint presentations and whiteboards, aspects of a regular classroom can be virtually recreated so that learning is not compromised. Every student and teacher has a unique login id and password to ensure a secure classroom prohibiting unknown users/guests.

Oracle

Oracle Human Capital Management (HCM) acts as a digital platform that serves all the core human resource functions.

Online Admission Process: As a result of the pandemic and nationwide lockdown, the admission process had to be shifted to completely online. Even after the announcement of the University of Mumbai to carry out online admission, most colleges in Mumbai struggled to get their Admission process online. But during this pandemonium, Usha Pravin Gandhi College of Arts, Science and Commerce was already prepared to successfully carry out its admission for the First Years online.

Digitalization of Examination Process: The first step in the process involves uploading of the timetable on the college website and it be posted on the notice board. This is followed by students being fetched from the audit report for making sitting arrangements. The attendance defaulters are removed from the system so that they are not reflected in the list.

Student Life Cycle Management: The student life cycle management consists of various SAP modules required for carrying out various activities related to students' daily activities in the college.

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

5. CONCLUSION

Additional Information :

The academic year gone by has given us an opportunity to rethink and renew the higher education strategies given the challenging pandemic situation. As we emerge from the time of crisis, the challenge is to renew, regenerate and reassess. The focus area is the creation of an ecosystem to support and nurture the holistic development of the students. The primary objective is to make the teaching learning process engaging and enriching. Given the continuously evolving situation in terms of industry needs, the College provides the best of mentorship and facilitators for the students. Usha Pravin Gandhi College of Arts, Science and Commerce is valued for its infrastructure and academic rigor, especially the student centric teaching learning and research orientation. Greater number of innovative forms of collaborations and alternative paradigms will be needed to drive learning, research and teaching.

Sharing of knowledge between institutions globally through joint-teaching, virtual guest lectures, etc. could give students an enriched global perspective in these difficult times, needless to say keeping all the above in mind, UPG College is geared up for implementation of all these new initiatives. The college will continue to produce degree holders who will be much valued by the industry.

Concluding Remarks :

Usha Pravin Gandhi College of Arts, Science and Commerce has created an environment that is a potent alliance of critical thinking, problem solving and innovation. The college continues to strive for excellence in the fields of Management, Information Technology & Mass Media with its undergraduate as well as postgraduate courses. The college will continue to plough all efforts to focus on academic integrity and accountability while instilling the attitude of remaining conscious of its duties as citizens and being sensitive to social responsibilities in the community. The quality policies that have been framed keeping the vision and mission of the institution will also be further driven to include all the stakeholders' perspectives in mind. The stakeholder's feedback will continue to play an essential role in framing and revisiting the objectives of the college that is to be the country's leading premier institution in the coming years.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	**Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years** 1. **Academic council/BoS of Affiliating university** 2. **Setting of question papers for UG/PG programs** 3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses** 4. **Assessment /evaluation process of the affiliating University** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
1.2.1	**Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented** 1.2.1.1. **Number of Programmes in which CBCS / Elective course system implemented.** Answer before DVV Verification : 7 Answer after DVV Verification: 7
1.2.2	**Number of Add on /Certificate programs offered during the last five years** 1.2.2.1. **How many Add on /Certificate programs are offered within the last 5 years.** Answer before DVV Verification: 2020-21: 10; 2019-20: 9; 2018-19: 4; 2017-18: 3; 2016-17: 3 Answer After DVV Verification : 2020-21: 10; 2019-20: 9; 2018-19: 4; 2017-18: 3; 2016-17: 3
1.2.3	**Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years** 1.2.3.1. **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years** Answer before DVV Verification: 2020-21: 481; 2019-20: 405; 2018-19: 83; 2017-18: 232; 2016-17: 228 Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
481	405	83	232	227

Remark : Number of students enrolled as per supporting documents.

1.3.2 **Average percentage of courses that include experiential learning through project work/field work/internship during last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
158	153	153	142	119

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
158	153	153	142	119

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

1.3.3.1. **Number of students undertaking project work/field work / internships**

Answer before DVV Verification : 1620

Answer after DVV Verification: 1620

Remark : Number of students undertaking project as per supporting documents.

1.4.1 ***Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders***

1) Students

2)Teachers

3)Employers

4)Alumni

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

Options:

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

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

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

2.1.1 **Average Enrolment percentage (Average of last five years)**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
640	643	622	566	465

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
640	643	622	566	465

2.1.1.2. **Number of sanctioned seats year wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
720	682	655	580	580

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
720	682	655	580	580

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
270	277	266	246	192

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

270	277	266	246	192

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

2.3.3.1. Number of mentors
Answer before DVV Verification : 26
Answer after DVV Verification: 26

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
11	8	4	3	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
11	8	4	3	3

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

2.4.3.1. **Total experience of full-time teachers**
Answer before DVV Verification : 196
Answer after DVV Verification: 196

2.6.3 **Average pass percentage of Students during last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
618	561	461	390	336

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
618	561	461	390	336

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
619	561	502	423	360

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
619	561	502	423	360

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0.35	0	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Remark : Minor research project report is beyond assessment period

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

3.1.2.1. **Number of teachers recognized as research guides**

Answer before DVV Verification : 1

Answer after DVV Verification: 1

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3.1.3.2. **Number of departments offering academic programes**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	3	3	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	3	3	3

Remark : As per supporting documents.

3.2.2

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
9	3	4	2	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
9	3	4	2	2

3.3.1

Number of Ph.Ds registered per eligible teacher during the last five years

3.3.1.1. **How many Ph.Ds registered per eligible teacher within last five years**

Answer before DVV Verification : 0 3.3.1.2. **Number of teachers recognized as guides during the last five years**

Answer before DVV Verification : 1

Answer after DVV Verification: 0

3.3.2

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

20	7	6	6	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
20	7	6	6	1

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7	28	9	14	4

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
7	28	9	14	4

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	2	0	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Remark : Total number of awards and recognition excluding local awards.

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

3.4.3.1. **Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/**

YRC etc., year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
139	57	48	32	65

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
65	20	26	25	62

Remark : Number of extension activities outreached program through NSS/NCC/Red cross excluding yoga day, constitution day celebration, etc.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1653	1076	873	842	970

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
680	444	502	655	900

Remark : Number of students participating in extension activities outreached program through NSS/NCC/Red cross excluding yoga day, constitution day celebration, etc.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
36	46	56	8	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

36	46	56	8	3

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
13	4	1	1	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
13	4	1	1	1

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

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 17

Answer after DVV Verification: 17

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
38671371	41073596	44654368	39713232	39163496

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
386.71	410.73	446.54	397.13	391.63

Remark : As per document provided by HEI.

4.2.2 **The institution has subscription for the following e-resources**

1. **e-journals**
2. **e-ShodhSindhu**

3. **Shodhganga Membership**
4. **e-books**
5. **Databases**
6. **Remote access to e-resources**

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: A. Any 4 or more of the above

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
403067	475516	413844	448556	304471

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4.03	4.75	4.13	4.48	3.04

Remark : As per document provided by HEI.

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

4.2.4.1. Number of teachers and students using library per day over last one year
Answer before DVV Verification : 271
Answer after DVV Verification: 271

Remark : As per supporting documents.

4.3.3 **Bandwidth of internet connection in the Institution**

Answer before DVV Verification : A. ?50 MBPS
Answer After DVV Verification: A. ?50 MBPS

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

12560356	22067293	22052154	20073507	23196856

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
125.60	220.67	220.52	200.73	231.96

Remark : As per document provided by HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	4	5	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
02	0	04	05	0

Remark : As per supporting documents.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
14	11	10	8	4

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
14	11	10	08	03

Remark : As per supporting documents.

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

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1680	1468	775	497	530

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1680	1468	775	497	529

Remark : Number of students benefitted as per supporting documents.

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

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

114	92	104	109	96

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
114	92	104	109	95

Remark : Number of outgoing student as per supporting document.

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

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

Answer before DVV Verification : 360

Answer after DVV Verification: 360

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
20	12	15	3	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
20	12	15	3	0

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
29	17	20	7	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
29	17	20	7	0

5.3.1 **Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should**

be counted as one) during the last five years.

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	21	4	8	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	12	04	07	03

Remark : Total number of awards excluding Inter-collegiate awards for sports/culture.

5.3.3

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
22	38	46	25	12

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
22	38	46	25	12

6.2.3

Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7	17	20	16	12

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
7	17	20	16	12

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**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
11	11	10	11	12

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
11	11	10	11	12

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
19	8	11	6	7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
19	8	11	6	7

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
133389	1246983	629084	228944	625300

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1.33	1.24	6.29	2.28	6.25

Remark : Total grants received from non-government bodies as per supporting documents.

6.5.3

Quality assurance initiatives of the institution include:

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: A. All of the above

7.1.2

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

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

Answer before DVV Verification : B. 3 of the above
Answer After DVV Verification: A. 4 or All of the above

7.1.4

Water conservation facilities available in the Institution:

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

Answer before DVV Verification : A. Any 4 or all of the above
Answer After DVV Verification: A. Any 4 or all of the above

7.1.5

Green campus initiatives include:

	1. **Restricted entry of automobiles** 2. **Use of Bicycles/ Battery powered vehicles** 3. **Pedestrian Friendly pathways** 4. **Ban on use of Plastic** 5. **landscaping with trees and plants** Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: A. Any 4 or All of the above
7.1.6	**Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:** 1. **Green audit** 2. **Energy audit** 3. **Environment audit** 4. **Clean and green campus recognitions / awards** 5. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above
7.1.7	**The Institution has disabled-friendly, barrier free environment** 1. **Built environment with ramps/lifts for easy access to classrooms.** 2. **Divyangjan friendly washrooms** 3. **Signage including tactile path, lights, display boards and signposts** 4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment** 5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above
7.1.10	**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.** 1. **The Code of Conduct is displayed on the website** 2. **There is a committee to monitor adherence to the Code of Conduct** 3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff** 4. **Annual awareness programmes on Code of Conduct are organized** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of courses offered by the Institution across all programs during the last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
291	273	265	248	200

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
291	273	265	248	200

1.2 **Number of programs offered year-wise for last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7	7	7	7	7

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7	7	7	7	7

2.1 **Number of students year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1738	1654	1553	1367	1188

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1738	1654	1553	1367	1188

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
290	290	290	270	270

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
290	290	290	270	270

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
627	564	523	425	366

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
619	561	502	423	360

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
26	28	27	22	22

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
26	28	27	22	22

3.2 **Number of sanctioned posts year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
28	30	27	25	23

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
28	30	27	25	23

4.1 **Total number of classrooms and seminar halls**

Answer before DVV Verification : 17

Answer after DVV Verification : 17

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
51231727	63140889	66706522	59786739	62360351

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
512.37	631.40	667.06	597.86	623.60

4.3 **Number of Computers**

	Answer before DVV Verification : 135 Answer after DVV Verification : 135

NAAC