



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

NIRMALA COLLEGE OF COMMERCE

MUNICIPAL SCHOOL BIDG, RANI SATI MARG, MALAD (EAST)

400097

www.nmfmalad.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The college is centrally and strategically located in Malad (E). The Nirmala College of Commerce Educationist and Founder Mr. Thakarbhai N. Desai, fondly called 'Dadaji'. The realization of the dream of providing affordable quality education come to fruition by the sustained efforts of Madam Aruna Desai is reversed for her dynamism, Philanthropic attitude. Hon. Director madam has a social commitment to the cause of providing affordable education.

HEI is located in a cosmopolitan population. In general the population belongs to the lower economic class to the middle lower economic class.

Under the dynamic leadership of the Director, Hon. Aruna Desai Mada, Nirmala Memorial Foundation started NMFC Junior College of Commerce and Shanti Devi Shukla Junior College of Science in 2005-06. The location of Malad (E) demanded the educational facilities for the local population. As a need of society of Malad (E) location for education in junior college, especially in Commerce and Science, Nirmala Memorial Foundation took the step and focused to establish educational institutes by the Society and for the Society. The society with the local population of Malad(E) location thereafter demanded for a degree college, especially in commerce. As the public demand of location of Malad (E) increases, the humble, multifaceted director madam, Hon. Aruna Desai Madam of Nirmala Memorial Foundation, lead a foundation stone to start Degree College of Commerce in 2007-08. HEI is improving from 2007-08 till date. The improvement relates to quantitative and qualitative. It started with hundred of students while upraised to many thousands of students.

The location of HEI can be approached easily through – Public transport like BEST BUSES, Local trains and Metro Services.

In general, 70-80% of students are about 5km radius dwellers from HEI. The easy access with easy short time reaching to HEI are the features of the location of college.

The local residents could not afford to long distance travelling for the higher education. As per the need and demand of the local residents, the visionary Management established the Degree College at present location. It can be approached by lower class society and middle class people of HEI location.

Vision

To educate students towards an all round development through value based, quality driven and holistic oriented education with a vision to uplift the society and to empower them to participate and contribute to economic and cultural growth of the nation.

Social Need base establishment of HEI –

The first and ever important of Vision is 'To educate students'. The location of HEI is at lower class and lower middle class population. This society cannot afford long distance and high cash for education. 'To

educate students' at lower lower middle class, the Nirmala Foundation laid the foundation of Nirmala Commerce College, at Rani Sati Road, Malad (E) of Mumbai.

Value based education – The Governance, The Principal and staff is committed to provide the value based education. HEI carried out value based education through organizing workshops, programmes, activities based on the Human values, Professional Ethical Values, Environmental concern values and Sustainability

environment activities were regularly arranged.

Quality driven education – HEI is very keen on providing quality driven education as one of the ‘Vision’ of the HEI and Governance. The quality of ‘UG’ student can be calculated through ‘result – pass percentage’ of students, especially in Semester VI of T.Y.B.Com students. This is the only exam conducted by the parent University known as Univ. of Mumbai. On an average over 90% pass percentage of students in T.Y.B.Com (Sem VI) depicts the Quality Driven Education, Maximum number of passed / successful students are with distinction to first class i.e. about 70% to 60% marks.

Holistic oriented Education – HEI is having one vision as holistic oriented Education. Governance very pro on holistic education. Governance / Management through the Principal and teaching – non teaching (supporting staff).

For holistic oriented Education, the HEI put efforts for Curriculum enrichment. The HEI follows over 20 means / steps / majors / activities to ensure effective curriculum delivery through proper planning. It includes academic calendar, daily lectures, ICT enabled classrooms, Library – as knowledge resources, Research Seminars, projects Presentation and many more including continuous Internal Assessment (CIA) efforts for slow learners – Advance learners.

Mission

To promote value based education

To promote holistic academic programmes to nurture personal, professional and social growth of the students

To refine, pedagogic practices

To promote diverse skills, character building and Social conscientization.

The Governance, and staff collectively work for the same mission – mission for betterment of every stakeholder of HEI.

Governance – Staff ‘ mission is’ to promote value based education –

Life skill values such Yoga, Physical fitness, health and hygiene programmes are always promoted in education by HEI.

HEI provides soft skills value education, Language and communication skills values along with Computing skill values in education.

Governance – staff’s mission is’ – To promote holistic academic programmes to nurture personal, professional and social growth of the students.

Programmes by HEI to Nurture Personal growth –

Sports activities, Research activities, Seminars, Powerpoint presentation, class test, Examinations, Competitions platform availability, Remedial lectures, Elocution, Cultural competitions, are for personal growth of students.

Programmes by HEI to Nurture Professional growth –

Various certificate – add-on programmes offered online MOOC – SWAYAM, NPTEL; Student Centric methods, such as experimental learning, participative learning and problem solving methodologies implemented by HEI to nurture professional growth.

Programmes by HEI to Nurture Social growth –

Red Ribbon Club, Blood Donation Camps, Prime Minister Swachata Abhiyan, Tree plantation, AIDS Awareness, Raksha Bhandan, Traffic control during Festivals, orphanage visit and donation, helps to flood affected area are the programmes by HEI to nurture Social growth.

Governance – Staff’s mission is – to refine pedagogic practices.

It broadly covers – Teaching Curriculum delivery, Feedback and assessment. Pedagogy boils down to the study of different teaching methods.

Teaching – Curriculum delivery – HEI proposes Academic Calendar for better curriculum delivery. Institute schedules education through time table for courses to complete the programme. Daily attendance of students, Defaulters list is prepared to bring in notice of parents and students itself, special efforts of teaching or slow learners; extra efforts for advanced learners; for curriculum environment. The SWAYAM based Add on Courses / Value added Courses and Certificate courses to organize; cross cutting issues including gender equality, professional ethics, Environmental sustainability

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strength of HEI –

? Affiliation –

? Location –

? Co-Education –

? Minority Status –

? Society Support –

? Monofaculty / Unifaculty –

? Quality Curriculum delivery –

? Quality teaching – learning –

? Quality Cos – Pos – Examination outcome –

? Quality Co-curriculum –

? Quality Extension activities –

? Quality Governance –

? Quality teaching – non teaching staff –

? Holistic development of students -

Affiliation – HEI is affiliated to Uni. of Mumbai, the prime University of India with A++ grade by NAAC.

Co-education – HEI has co-education pattern where and females to learn equality in teaching – examination and then further opportunities in career.

Minority status – HEI can provide 50% direct admission to the minority students of society where the college is located.

Society support – The society population periphery of HEI, strongly support to the college. HEI provides education to lower, middle lower population with affordable fees in vicinity the HEI.

Monofaculty / Unifaculty – HEI has only commerce faculty. It focused on only one program. The entire educational environment is related to business between consumers management, production, marketing, banking, insurance, budgeting, accounts, auditing, etc.

Quality curriculum delivery – HEI is well experienced staff who devote for quality curriculum delivery.

Quality teaching – learning process – HEI is committed to quality teaching – learning process as it has focused students, supportive parents and dynamic governance.

Quality Cos – POs out come in Examination / Evaluation – HEI shown consistent over 90% evaluation outcome in sem VI examination for T.Y.B.Com students.

Quality co-curriculum – HEI provides multidimensional extension activities through NSS, sports, cultural activities. HEI students use the platform of co-curriculum for exploring themselves.

Quality Extension activities – HEI arranges quality Extension activities such as – blood donation, orphanage

visit, help to natural disasters, etc.

Quality teaching – non teaching staff – The college is very proud to have quality teaching and non teaching staff. The dedication and sincere services & these make feel proud for the every stake holders.

Institutional Weakness

Weaknesses are the character traits or skills that are considered negative or not as well developed.

HEI also having certain negative or not as well developed factors, such as –

? Uniformity

? Unaided / Self finance

? Building

? Space

? DLLE

? Placement

? Government Scholarship.

? ICT

Unifaculty – HEI has monofaculty / Unifaculty since the establishment. No doubt, the monofaculty becomes more specialized, especially in commerce. However, the HEI advocates the multi faculty college.

Unaided / Self finance – HEI has permission of Maharashtra government. The HEI is affiliation with Univ. Of Mumbai. The Government permission is an unaided on self finance condition. The grant in aid is not for HEI. For every development, HEI and management has to be self – reliance, self – finance. It limits the progress, development of the HEI.

Building – At present HEI is at Municipal School building. The premises is one of the weakness of HEI.

Space – To spread the wing of success flight, space is required for every progress bird. HEI is also progress bird and desire to qualitative and quantitative progress. The space limits to HEI being its Mumbai.

DLLE – The HEI has no registration with Department of Life Long Learning and Extension. It belongs to Univ. of Mumbai. Its association is life NSS for social work.

Placement – The HEI not having active placement cell.

Government Scholarship – The HEI has MAHADBT portal to active

Institutional Opportunity

It is refer to favourable external factors that could gave an organisation competitive advantage.

Opportunity are to take as converse of weakness in HEI. To work on weakness means working for opportunities. In this content opportunities are converse/opposite to the weakness of HEI. The progress, prosperous of HEI is depends upon the overcoming of the weakness as there lies The Opportunities.

? Unifaculty to Multifaculty

? Unaided to aided

? Self finance to Gown, finance

? Building

? Space

? DLLE

? Placement

? Government

- ? Scholarship
- ? ICT
- ? Expansion UG TO PG
- ? Research Expansion
- ? Skill development
- ? NEP working
- ? Electoral list upgradation

Unifaculty to Multifaculty - The HEI should start with other programmes like Arts, Science, Hospitality Management, Aviation, etc. It will be great opportunity of provide multidisciplinary education to students. Unaided to aided - The HEI may think as to get government grant. It would makes acceleration in progress for the students.

Self finance to Government Finance - The payment of staff, the every expenses are done as self finance institute HEI has opportunity to get self finance to Government Finances. Their will be payments of teaching - non teaching will increase

Institutional Challenge

Challenges –

HEI considers the challenges means something new and difficult that forces to make a lot of effort. It is always to confront and defy boldly.

The challenges for this Institute are –

IIA activation

- ? To go for AA – Assessment and Accreditation
- ? To prepare for quality Curriculum delivery.
- ? To provide and continue the better teaching – leaning and evaluation process
- ? To work on Research and Extension
- ? To go for collaboration with other Institutions
- ? To improve, extend and maintenance of infrastructure
- ? To provide student support for progression
- ? To continuous improvement in governance, leadership and management
- ? To enhance the Institutional values
- ? To submit SSR and template data of Institution to prepare for peer team visit
- ? To get Honored by NAAC grade of Assessment and Accreditation.
- ? These are challenges with HEI, at present on priority basis

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institution takes efforts for effective Curriculum Planning-For this purpose, institute followed over 15 attendance list, Defaulter's list, Regular class test, slow learners efforts, Add on courses, cross cutting issues, Research based on curriculum, Internal Examination, Term and Examination, Evaluation, Use of Library as learning resource, Projects based on curriculum, Feedback collection, Feedback analysis and Action taken Report of Feedback.

Add on/Value based–Certificate courses –

? HEI engaged 15 to 25 Add on / Value added Certificate courses

? Each course is from MOOC programme Life SWAYAM, NPTEL, VEC, AICIE, IIT, Universities, etc.

? Course content and literature is used from Resource author of SWAYAM.

? All certificate courses are free of cost.

? The HEI staff taught the courses as the part of career development for students over three thousands students participated

? The examination and evaluation was carried of each certificate course on basis of Viva Voce.

About 3495 students attended the courses from 5437 total students. Its count about 64% students successfully attended the add on course in 2020-21 and 2021-22. On average 65% students enrolled in certificate online add on courses. The majority of courses of MOUC–SWAYAM–CSIR–NPTEL STIT sources. The courses were taught by HEI faculty at college level.

Cross cutting issues –

You tube videos of professional ethics, Human values, bender issues and Environmental sustainability issues were selected. The concern class teacher (Mentor) ask the students of that class to see the Youtube videos and report to class teacher. Almost all students, i.e. about 100% students seen these cross cutting issues as it relates to curriculum enrichment.

56% of students undertaking project work for the latest completed academic year, it is 2021-22. The HEI follows syllabus at B.Com by the University of Mumbai. In this curriculum, for F.Y.B.Com project on Foundation Course. It is the present by each student by PPTs and project submission by booklet. Thus, in this college, in latest year 45% students for F.Y.B.Com and S.Y.B.Com classes out of 800 total strength. Thus $451/800 \times 100 = 56\%$ of students undertook project work as per academics of University of Mumbai.

Teaching-learning and Evaluation

HEI has about 81% of enrolment percentage. Number of students admitted year wise in last five years is 513, 503, 459, 188 and 270 for respective years. Number of students sanctioned year wise during last five years was 510, 526, 480, 450 and 480 with respective year. Institute has 92.16% of seats filled against seat reserved for various categories as per applicable reservation policy of University of Mumbai. The HEI has minority status(linguistic). It fills 50% minority students and remaining 50% seats reserved for various categories(SC, ST, OBC, Divyangjan, etc) are filled. Student-full time teacher ratio is 90:1. In year 2021-22 there are 800 students enrolled while 9 teachers are working. It is because in B.Com, programme of Mumbai University division is of 120 students. In all workload allows only 3?4 teachers in one division each in FY,SY and TY classes. NAAC has to reconsider this fact as 20 students:1 teacher ratio(exceptional to B.Com).

There is 100% of full time teachers against sanctioned posts during the last five years. Being a unaided, self finance institute, management sanctions the posts of teachers. Management never compromises on quality of teaching-learning and evaluation. Therefore, 100% of full time teachers filled against sanctioned post.

HEI employs student centric methods in teaching-learning process. Environmental learning method involves seminars, power point presentation,. The participative learning method involves Regular lectures(Online/Offline), ICT enabled lectures. Daily attendance of students, defaulters list, slow learners efforts, remedial lectures, efforts for advance learners, library session. In the problem solving methodologies it involves project based learning, internal examination, term end examination and evaluation.

15% of total number of full time teachers with Ph.D.

HEI underwent the procedure to calculate the attainment of CO and PO. It is 96% for PO for external examination and averagely 96% for course outcome also.

Number of final year students who passed the university examination year wise is 33.87%, 12.97%, 72.69%, 93.14% and 95.75% for 2017-18 to 2021-22. Pass percentage of students for last five years is 58.15%. It shows qualitative teaching-learning and evaluation process in HEI.

Student satisfaction survey data was prepared and submitted to NAAC team

Research, Innovations and Extension

National Foundation is government registered NGO. It is trust. College authority requested to National Foundation for research grant. The Foundation sanctioned Rs. 1.35 lakhs as research grant and provided to teachers for research.

Institute has created an ecosystem for innovations. It has taken initiatives for creation and transfer of knowledge. Nine teachers along with 100 of students became a part of this innovation ecosystem. The HEI teachers worked as research main investigator while students associated as assistant investigator. The knowledge flow is from teachers to students for hypothesis construction, review of literature, methodology, results and discussion as well as reference work. Its outcome of innovation ecosystem.

The HEI took initiative to conduct 78 workshops/seminars/conferences. HEI carried out 30 workshop for intellectual property, 24 activity for Research Methodology and 24 activities under entrepreneurship. HEI took initiative for doing research and research paper publication. The teachers published over 40 research papers in the Journals notified as International Peer team reviewed, ISSN Indexed journal. The publication in UGC care list journal costs about 10000 to 15000/- rupees. It is out of reach of researchers as well as institute. Therefore, papers are published in International peer team reviewed journal with ISSN index, serving for more than 10 years and charge only Rs. 500/- per publication. Non grant college, self finance HEI teachers can not afford such huge amount.

Ratio The Number of Research papers published are as 1-2 paper per teacher.

HEI teacher published 7/9 books with ISBN index at LULU publication, America. HEI also carried out one National Conference along with MOU college. There were 60 papers read presented by teachers, students and assessed by source expert. 60 papers were published in online form of Proceeding. It is published in online journal, which is International Journal, double team reviewed and ISSN index with about six impact factor.

07+60 Total number of books/papers published in National conference proceeding. It is about 2-3 papers published by teachers in last five years.

HEI is very active for Extension Activities. HEI carried out over 65 social activities the neighbourhood community.

Infrastructure and Learning Resources

Institute tried to maintain adequate infrastructure and physical facilities. It includes – Principal office. Administration office, staffroom, classrooms. Examination Room, Library, Gymkhana, Girls common room, NSS room, Auditorium, NAAC/IQAC room, washroom for students, staff, specialised washroom for disabled students, Drinking water facilities, Ramp and outdoor sports ground.

About 30% of expenditure excluding salary for infrastructure augmentation during last five years.

Library is knowledge resource for HEI. It Provider has 1223 reference books 3682 text books

Question papers sets for to B.Com I, II, III are of previous 3 years. Library subscribes 06 news papers daily

These are about 16 magazines and journals in HEI Library. Library is fully automated with e-Granthalaya software. HEI library has e-membership for National Digital library of India (NDL). The library

has its own web-link as <http://mmfmalad.edu.in>. The seating capacity for students is 30.

Institute provides ICT facilities to teachers, to the students. ICT facilities is useful to every stakeholders. HEI Provides ICT facilities to students, teachers, alumni, parent and governance HEI regularly update the information to students as well as teachers.

Frequent upgradation of the ICT facilities by HEI are-Network equipment, telecommunication services, computing facilities, Electricity, CCTV for protection and security, ICT services for data back, ICT classroom, ICT enabled laboratories, data backup, WiFi services and Internet Services of 30 mbps is available in HEI for every Stake holder.

The student: Computer ratio is 800:27 that is 23:1 (23 students: 1 computer).

In B.Com University of Mumbai not suggested computers for UG students. However as Social obligation this institution got 23 students as to 1 student.

There is above 66% expenditure incurred on maintenance of Infrastructure such physical facilities and academic support facilities. In last five years over 144 lakh respectively in five years. It shows the HEI has focus on infrastructure and ICT facilities.

Student Support and Progression

Nil percentage of students benefited by scholarship provided by the government.

03 percentage of students benefited by freeship provided by the non government.

HEI is very pro to carry out capacity building and skill enhancement initiative. HEI gene for 08 soft skills programmes, 08 language and communication skills programmes, health and hygiene and 08 IT skills development for students.

About 52 % of students benefited by guidance for competitive examination and career counselling programmes were carried by HEI during academics period of assessment.

The number of students benefited by competitive examination guidance and career counselling are as Nil, Nil, 1141, 800 and 868 in year 2017-18, 2018-19, 2019-20, 2020-21, 2021-22 respectively.

The Institution has a transparent mechanism for timely redressal of students. grievances. It may include the sexual harassment and ragging cases. HEI provided guidelines of statutory bodies on website. HEI does wide awareness on policies with zero tolerance.

Institute has offline system for students to submit the grievances, if any.

HEI looks for timely redressal of the governance through appropriate committees. Thus, the HEI follows 'all of these' steps for transparent mechanism for timely redressal of students grievance.

Over 50-90% of placement of outgoing student is there in this Institute. Majority of students are doing part time job from 1pm onwards daily. The HEI time schedule is morning 7 to 12.

Therefore, almost every student has Earn and Learn pattern. students, on verge completion of B.Com, get full time job. Institute placement is get done by situatedness.

About 10-20% students goes for progression. It may be PG-M.com, MBA PGDBM, Logistics and so on.

Students of B.Com, in this Institute are self-focused on two fronts, as placement (self-employment) and progression for higher studies. Its the location makes the difference in placement.

Nil percentage of students qualifying in GATE/CAT like examination.

The 5 students honoured by best research paper. Presentation in National conference. The International given by IJARST Journal.

The 3 teachers also honoured by best Research paper presentation in same event.

The Journal - IJARSTC,
honoured the 9 teachers as Editor Member of Editorial Board.

Governance, Leadership and Management

The first and ever vision of HEI is to educate students. Education at HEI is at lower class and lower middle class population. To educate students of under privileged class, Nirmala Foundation laid the foundation of Nirmala Commerce college at Malad. value based education, quality driven education to stumm/semi urban students is the vision et HEI and Governance / Management. The mission of HEI and governance, as - educational programmes by HEI to nurture personal growth, educational programmes to - nurture professional growth, and to nurture programmes by HEI to nurture Social growth.

Curriculum focused education, up to mark teaching learning and evaluation techniques, under going research, innovation, extension, sport, cultural activities, adequate infrastructure, library as knowledge resource, Parental care of staff by Management some of the highlights of HEI for better governments and leadership in the frame work of Visions and Mission.

The functioning of the Institution bodies it effective efficient. It has two wings / sides, as - Academic (educational) and Administration (office) are the two main bodies the institution. Academic (educational) bodies involves the curriculum (syllabus) delivery, teaching-learning research publication, exams, vivas, seminars, projects etc. The Administration(office) has its own significance, such as-scholarship sports, cultural,NSS,social,avishkar,skill development etc. To undergo NIRF,to go for best NSS college, to prove as best college, in University of Mumbai, to get in results exams like CAT, GATE, efforts for government scholarship for students are the perspective plan preferences.

E-governance is significant in present era by cost wise, speed wise and expensive wise, this institute always focus e-governance as it is green technology, it saves the environment. HEI undergoes administration (online in college and in University); Finance and accounts with University is strictly online; students admissions and support like scholarship-freeship, is on the online.

The institution has effective welfare measures for teaching-nonteaching staff as - Employment generation, salary benefits, Social environment, work culture, platform for holistic development, Self identity,Grants for research Governance provides funds for teachers to attend workshops etc, Uniforms for supporting staffs, Group insurance and EPF for each employee.These are the effective measures and performance appraisal system for staff by HEI.

Institutional Values and Best Practices

Measures initiated by the institution for promotion of gender equality, for the event and festivals, for

the organisation it & commemorative days are as follows-

Formation of Women Development Cell by HEI, 06 programmes on gender equity with over 1500

students participation. 01 gender equity programme for 19 teaching-teaching staff and 04 gender equity programmes under NSS banner to sensitive over 225 students are the measures initiated by the institution for promotion of gender equity. HEI organised workshop on Tradition of India and Traditional India by imminent speaker Hon. Dr.Ashok Sadle, Principal was organised for 800 students and 19 staff.

Institute is aware importance of commemorative days. HEI organised 07 distinct commemorative days in 2021-22. It is to follow culture, heritage and remembrance of great events in India and in World. The Institution has basic facilities and initiatives for Energy conservation measures in form of exclusively LEDs. The degradable (wet) and non-degradable (dry) waste is collected by Institute. The solid and liquid waste management system BMC- Bombay Municipal is carried out.

HEI has proper rain water harvest system. The HEI building has systematic funnelling to collect rain water and drain in underground tanks.

The Green initiatives is HEI's concern for nature, environment. Campus has 44 huge trees over 20 years old. These trees fixes over 73,000 kg CO₂ in period of growth. The HEI took active part in plantation in social community.

Institute has disabled friendly, barrier free environment. In the campus, there is ramps, swilling wheel chair, disabled friendly toilet are some initio fives. "The library has top open access software for persons with disabilities.

HEI underwent Green audit, Energy audit and Environmental audit. The go suggestion like to maintain trees, limit electricity use, are the suggestions made by auditor. HEI carried out 05 environmental promotional activities.

HEI under went Green audit, Energy audit and Environmental audit. The suggestion like to maintain trees, limit electricity use, are the suggestions made by auditor. HEI carried out 05 environmental promotional activities.

HEI initiative for tolerance and harmony towards culture India by programmes like Dipawali celebration, Eid celebration, Christmas celebration, Ganesh Festival,etc

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NIRMALA COLLEGE OF COMMERCE
Address	Municipal School Bidg, Rani Sati Marg, Malad (East)
City	MUMBAI
State	Maharashtra
Pin	400097
Website	www.nmfmalad.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Umeshchandra M Yadav	022-28441083	8451031399	022-28441083	nmfcmalad@gmail.com
IQAC / CIQA coordinator	Pankaj B. Maurya	022-69436400	9664060961	022-69436400	mauryapankaj9993@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

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

Establishment Details				
State	University name	Document		
Maharashtra	University of Mumbai	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	20-07-2022	View Document		
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				

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	Municipal School Bldg, Rani Sati Marg, Malad (East)	Urban	1.25	500

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom, Commerce	36	HSC Passed	English	1440	791

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				9			
Recruited	0	0	0	0	0	0	0	0	5	4	0	9
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	8	2	0	10
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/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

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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	2	0	0	2
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	3	3	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	531	0	0	0	531
	Female	260	0	0	0	260
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	10	13	4	8
	Female	9	12	2	4
	Others	0	0	0	0
ST	Male	1	2	0	0
	Female	0	1	0	1
	Others	0	0	0	0
OBC	Male	18	35	25	18
	Female	14	24	16	10
	Others	0	0	0	0
General	Male	318	263	82	149
	Female	133	109	59	80
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		503	459	188	270

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	NEP-2020 – series was opened on 5th Sept 2021 at 6:00pm. It was started with an overview and introduction. Dr. Umeshchandra Yadav, Principal of Nirmala College, Malad was resource person for it. His informative session explained the vision/plan of institution to transform itself into a multidisciplinary institution.
2. Academic bank of credits (ABC):	Mr. Santosh Yadav, Principal of Vidya Vikas College, Malad was the speaker for 6th Sept 202. In this lecture, the discussion was about the initiatives taken by the institution fulfil the requirement of Academic Bank Credits as proposed in NEP-2020

3. Skill development:	Efforts to take by the Institution to strengthen the vocational education and soft skills of students was narrated by Mr. Pakaj Maurya, Assistant Professor of Nirmala Commerce College at Malad.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The speaker delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture, etc.) into the curriculum using both offline and online course.
5. Focus on Outcome based education (OBE):	The resource person, Hon. Santosh Yadav sir, deliver lecture on how to focus on Outcome Based Education in NEP-2020. The discussion formulated institutional initiatives to transform its curriculum towards Outcome Based Education.
6. Distance education/online education:	On 10th Sept 2021, lecture was engaged by Pankaj Maurya Sir. The meeting discussed the possibilities of offering vocational courses through ODL made in the college. During the 2019,2020,2021 due to covid-19 pandemic, every institute prepared for online teaching-learning and evaluation. It provides the base ground to deal the certain syllabus on online exclusively.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club – It is decided by HEI to set up the ELC for Electoral Literacy
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Functions of ELC for Electoral literacy yet to start and form. Teacher – Co-ordinator, faculty member Student – Co-ordinator, Students
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Electoral duties, Electoral work, campaign, registration, bullet papers, EVM, etc. discussed in forth coming academic year.

<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Voter registration It will be carried out by ELC as well as NSS on large scale Voter awareness campaign ELC once formed will be asked to carry out voter awareness campaign Electoral Surveys Advantages of EVM in election will be carried out by ELC Electoral Role Importance of voting will be highlight by the ELC to all student who are above 18 years old</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Voter registration It will be carried out by ELC as well as NSS on large scale Voter awareness campaign ELC once formed will be asked to carry out voter awareness campaign Electoral Surveys Advantages of EVM in election will be carried out by ELC Electoral Role Importance of voting will be highlight by the ELC to all student who are above 18 years old</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
800	868	1141	1247	1318
File Description		Document		
Upload Supporting Document		View Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 27

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
17	17	21	21	19

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
33.03	53.21	32.23	47.22	59.62

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Curriculum - Institute adopt the curriculum designed and developed by University of Mumbai, who assessed which ranked itself as A++ by NAAC. Institute ensures effective curriculum delivery through a well planned process. Institute ensure with proper documentation.

Majors for effective curriculum delivery - Institute has major for effective curriculum delivery such as Academic calendar, Class timetable, daily attendance & defaulter list, regular class test, slow learners efforts, Remedial lectures, class tests, Advance learners, efforts, Add on course, Cross cutting issues, Project

based on curriculum, Internal Examination, Term end Examination, Evaluation, Use of library as learning

resource, Project based on curriculum and adherence to the academic calendar.

1. Academic calendar is the base for effective curriculum delivery. It have has been divided as teaching-learning part and continuous Internal Assessment part..

2. Time table of each programme for F.Y. B.Com, S.Y. . B.Com and T-Y. B.Com classes prepared by each teacher.

3. Daily attendance of students - HEI ensures presence of students regularly for lecturers and in computers.

4. Regular class tests - HEI carried out frequent class tests.

5. Defaulters list – Irregular absent students for lectures-practical's noted as defaulters . Efforts made to turn them in regular students by taking follow up with individual student and his/her parents.

6. Slow learners - Based on class tests performance and daily lectures participation-interaction, slow learners were noted and more efforts put in for them.

7. Remedial lectures - Institute arranges the remedial lectures for the slow learners and absent-irregular student to get them in main stream.

8. Advance learners effects - More involved in seminars, power point presentation, Research like curriculum related activities.

9. Add on courses - Effective curriculum delivery. Supported can be with add on courses / value added courses. which are to set by SWAYAM, MOOC.

10. Cross cutting issues - For transacting the curriculum, cross cutting issue were delivered.

11. Seminars - Advance learners students asked for seminars on the curriculum.

12. Internal Examination - Effectiveness of curriculum delivery can be scaled - measured by Exams.

13. Term And Examination - HEI also carries out Term End Examination to get Assessment of curriculum delivery work.

14. Use of library - It is knowledge resource. Her take efforts to use of library for students and teachers. Curriculum delivery is two way process. HEI put the extents for interaction of Teachers and students while

effective curriculum delivery. The Library is used as knowledge resource to update the curriculum delivery.

The projects, class tests, examinations make students busy and attached with curriculum. Research based on curriculum, add-on value courses based on curriculums, addition of cross cutting issues in curriculum are efforts of HEI for effective curriculum delivery.

File Description	Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 25

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 27.93

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
720	781	00	00	00

File Description	Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Curriculum means the Institutional and Educative programme, Curriculum also called as syllabus. It is the

educative programme. It is followed by Teacher to teach and followed by student to perceive knowledge. This Institute is affiliated college to the University of Mumbai. Being the affiliated college, HEI has insignificant role in curriculum designing and development.

This college operationalize the curriculum within the overall frame work provided as per own way. The curriculum enrichment can be the carried out by cross cutting issues to add while curriculum delivery. The crosscutting issues require for holistic development of Students. It is the main purpose of curriculum.

HEI made a provision for the session to deal with cross cutting issues related to the Professional Ethics, Human Values, Gender and Environment-Sustainability concern.

The HEI carried out the cross cutting issues related to professional ethics and Human Values for first term of

F.Y. B.Com, S.Y. B.Com as well as T.Y. B.Com. While crosscutting issues related to Gender awareness, Gender Equity and Environment sustainability was carried out in second term at class B.Com – I, B.Com

– II and B.Com – III in academic year 2021-22.

The Institute to make and efforts to find out resourceful You-Tube videos the concern cross cutting issue. These videos were sort out by IQAC and finalize to screen to the students.

Cross cutting issues:-

You tube videos of concern cross cutting issues were send to concern class teacher.

The concern class teacher is working as The mentor for that particular class, the concern class teacher then

did send YouTube video to screen and observed by the respective class students.

It has been noted that maximum students observed the Youtube video as a part of curriculum.

File Description	Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 56.38

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 451

File Description	Document
Institutional data in the prescribed format	View Document

1.4 Feedback System**1.4.1**

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 79.68

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2021-22	2020-21	2019-20	2018-19	2017-18
270	188	459	503	513

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
480	450	480	503	513

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 92.17

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2021-22	2020-21	2019-20	2018-19	2017-18
176	141	317	304	321

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

2021-22	2020-21	2019-20	2018-19	2017-18
190	132	324	357	363

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio**2.2.1**

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 47.06

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

1. Experimental learning methods:-

To learn by experiment is always remain in mind then only listening or viewing. Therefore, experimental learning is highly appreciable student centric method for enhancing learning

experience using ICT tools.

- Seminars
- Powerpoint presentation
- Research (hypothesis) building based on curriculum
- Research work is carry out based on hypothesis
- Research paper writing i.e. pen down the experimental learning.
- Presentation of Research paper means presentation at experimental outcome in conferences.
- Preparation of proceedings of experimental learning outcome.
- Preparation for publication of experimental learning outcome in form of research papers. (publication in International doble peer team reviewed online Journal with impact factor more than '6' and having ISSN Index number.)
- Experiments to do on computers to learn more practical approach to commerce.

2. Participative learning methods:-

- Regular Lectures (Online/Offline) – it is the basic method of participative learning. This method of teaching learning is associated since human civilization.
- ICT enabled lectures – the online/offline lectures are engaged by using projectors, screen, monitor, PCs, internet etc. It is participative apatite learning being learners and teachers are involved in the process.
- Daily attendance of students- HEI ensures presence of students regularly for lectures i.e HEI insures presence of learner in participative learning process.
- Defaulters list- Irregular/absent learners were noted as defaulters. It is corrective major for effectiveness of participative learning.
- Slow learners- participative learning based on participation of each learners in learning. HEI put extra efforts for slow learners to involve slow learner and also for improvement in them.
- Remedial Lectures- practicing creative learning believes in participation of each participants such as slow learners average learners and advanced learners. Remedial lectures for slow learners means efforts for participation of each student in process of learning.
- Advance learners efforts- in participative learning more efforts, more focus is given to advanced learners to get more knowledge/learning
- Library session- it is knowledge research platform where teacher get knowledge and learners update the knowledge by teachers, by themselves.

3. Problem Solving methodologies –

The problem solving methodologies in learning are-

- Program based learning – HEI provides project based learning on curriculum to each student. In the project, students should have to find the solution for problems. It helps them to learn the solution at problem through knowledge.
- Internal Examination – Learning - knowledge gain process and its effectiveness can be measured by examination. Learning process goes nearby perfection through internal examination.
- Term End Examination – In student centric learning process term end examination, university examination matters more. Learning especially problem solving methodologies are attain the best by this process.

- Evaluation – Assessment – Evaluation of learners shows the attainment of knowledge by student. It is student centric method which makes learners to focus on learning. It also helps to teacher also to understand the quality and quantity of education advanced to the students.

File Description	Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	17	21	21	19

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 21.05

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	4	4	4

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

- A. Statutory Examination Committee.
- B. Unfair means circular by University of Mumbai.
- C. Internal / External examination ordinance.
- D. Internal / External examination assessment remuneration.
- E. Revaluation / Rechecking / Xerox copy of answer sheet as a means of Examination transparency.
- F. Exam redressal SOP for Unfair means by students:
 - a. Students Application
 - b. Jr. Supervisor's application
 - c. Exam Committee discussion
 - d. Time bound communication to students for complaint of student.
- G. Examination Evaluation:
 - a. Prescribed forms distribution to students for evaluation.
 - b. Time bound – The plea of student to answer within 7 days.
- H. ATKT examination for students as chance to improvise.
- I. Additional examination or out of term examination on basis of medical ground or any justifying reason.
- J. Timely resort declaration for students.
- K. In academic year 2019-20 and 2020-21 (first half) due COVID – 19 pandemic situation, there was online examination, therefore, there was no evaluation – rechecking and xerox system of marks.
- L. HEI has mechanism of assessment in transparent because there is provision of rechecking, revaluation and even though xerox of answer sheet.
- M. HEI has grievances redressal system is time bound & efficient because, HEI answers within 15

days of the grievances by the students.

File Description	Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

PROGRAMME OUTCOME

PO1: Apply the concepts related to Commerce, Accountancy, Economics, Management and other allied subjects in various commercial fields.

PO2: Analyse and Interpret the financial statements and accounting activities involved in the business.

PO3: Analyse the appropriate legal compliance in the various sectors of the economy.

PO4: Demonstrate leadership and team building traits to face the competitive business environment.

PO5: Value the environment sustainable development projects and contribute towards a green society.

PO6: Design and Construct an innovative business model and develop entrepreneurship skills.

PO7: Apply ethics and values taught in workplace and personal dilemmas.

PO8: Develop a strong foundation for the industry specific skills to pursue better career prospects.

COURSE CODE - UBCOMFSI.1

COURSE NAME - ACCOUNTANCY AND FINANCIAL MANAGEMENT I

After completing the course, the learner will be able to:

CO1: Define the concept of Departmental Accounts , Hire purchase system of Accounting, Manufacturing Final accounts

CO2: Develop an understanding on the allocating of expenses and income under departmental accounts, calculation of Interest under hire purchase, to know the cost of production under manufacturing accounts and methods to find out the cost of stock

CO3: Differentiate the journal transaction between the books of the buyer and the seller under the Hire Purchase System, different methods of stock valuation, capital and revenue, receipts and payment

CO4: Solve the problems based on the Departmental Accounts, Hire Purchase System, Manufacturing Final Accounts

CO5: Apply the accounting standards in presenting financial statements

COURSE CODE - UBCOMFSI.2

COURSE NAME - COMMERCE I

After completing the course, the learner will be able to:

CO1: Describe scope, functions and significance of business.

CO2: Classify various business objectives.

CO3: Illustrate on inter-relationship between Business and Environment.

CO4: Analyze the impact of International Trading Environment on Indian Business.

CO5: Understand Business Planning Process and stages in Business Unit Promotion.

CO6: Assess factors contributing to growth of Entrepreneurship in India.

CO7: Evaluate various Government Incentives offered to Entrepreneurs in India.

COURSE CODE - UBCOMFSI.3

COURSE NAME - BUSINESS ECONOMICS I

After completing the course, the learner will be able to:

CO1: Analyse how individual decision-makers, both consumers and producers, behave in a variety of economic situations.

CO2: Show structural and analytical reading and thinking skills.

CO3: Understand how micro economists build models, use data and conduct experiments.

CO4: Elucidate concepts related to utility, demand and supply in market.

CO5: Mark out concepts related to cost analysis.

CO6: Illustrate the theories with examples tables and diagrams.

CO7: Evaluate the students with orally in the classroom.

COURSE CODE - UBCOMFSI.4

COURSE NAME - BUSINESS COMMUNICATION I

After completing the course, the learner will be able to:

CO1: Define the basic concepts of communication and explain the usage of modern means and modes of communication

CO2: Identify the barriers to communication and find measures to overcome the barriers

CO3: Analyze and understand the various aspects of business ethics at personal, professional and corporate level.

CO4: Design innovative approaches and develop the skills for commercial business communication.

File Description	Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

CO-PO attainment tools – There are two types of tools or programmes for CO-PO attainment, as

A. Direct attainment method.

B. Indirect attainment method.

1. Direct attainment method – It involves performance of students in the continuous internal assessment (tests, seminars, project, research, internal exam and term end examination).
2. Indirect attainment method – It involves surveys of students, parents, alumni, employee and employer.
 - Steps for CO-PO mapping –
 - o Step I – To obtain CO, PO
 - o Step II – Setting weightages
 - o Step III – PO, CO measurement through assessment.
 - o Step IV – PO, CO measurement through feedback.
 - Direct assessment method and end semester examination assessment are considered for 80% and 20% weightages respectively.
 - Indirect assessment (20%) and term end examination (80%) weightages taken for attainment.
3. The Rubrics considered as given below:-
 - a. Attainment level 1 – 60% of students score more than 40% marks.
 - b. Attainment level 2 – 70% of students score more than 40% marks.
 - c. Attainment level 3 – 75% of students score more than 40% marks.
 - d. The total attainment is the sum of 20% of internal attainment and 80% University attainment.
 - e. Indirect assessment is done through programme end survey and alumni survey (50% each weightage)
 - f. CO attainment – T.Y.B.Com VI Sem result to refer of 2021-22.

The procedure to calculate the attainment of CO, PO by using rubrics – Direct – Indirect method. In Sem VI of 2021-22, total no. of students are 259. Out of these 248 students get passed. The analysis of result of T.Y.B.Com Sem VI of 2021-22 shows that out of 259 appeared 248 candidates passed the examination. It means 248 candidates/successful candidates secured more than 40% minimum marks. It means about 96% students secured more than 40% marks. This analysis of CO-PO is called as direct assessment based on 60% of data of term end examination. CO-PO attainment is also done at Internal examination level.

For that purpose CO-1 (paper I) to CO-6 (paper VI) i.e. course (paper) are considered for assessment. The

assessment year is 2021-22, T.Y.B.Com, Sem VI examination. For each Course-I to Course-VI, 259 student appeared. Out of 259 appeared candidates in each course 248 student candidate passed the internal examination. It also counts to 96% of total % of students who passed means secured minimum 40% marks.

As per the rubrics, attainment level three is attained because more than 95-96% students attainment is achieved. Thus, direct attainment of PO+CO is over 96% with term end examination and internal examination.

Indirect attainment is done through programme end survey and alumni survey. In this method the 50% weightage was given to the present stakeholders & 50% weightage to alumni that is past students. The feedback of stakeholders was collected, analysed and found that over 90-95% of stakeholders are satisfies

with 90-95% of stakeholders are satisfied with curriculum length, knowledge, content and its outcome. The total attainment of CO-PO by direct and indirect method is over 95%.

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

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 58.16

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

2021-22	2020-21	2019-20	2018-19	2017-18
248	299	237	44	145

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

2021-22	2020-21	2019-20	2018-19	2017-18
259	321	326	339	428

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process**Response:** 3.59

File Description	Document
Upload database of all students on roll as per data template	View Document

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 in the institution during the last five years (INR in Lakhs)

Response: 1.35

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.35	00	00	00	00

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Incubation centre in HEI is a space for new age entrepreneurs. It is learning centre for young minds to transform their innovative ideas into viable business propositions. HEI Incubation is center is a facility designed to start, and nurture and accelerate the growth of new businesses.

* Nirmala College Of Commerce Incubation committee - This committee takes initiatives to accelerate the growth and success of budding entrepreneurs. It is Nirmala College Of Commerce is a unique and highly flexible combination of business development processes, infrastructure and people, designed. nurture new and small businesses by helping them to survive and grow.

Nirmala College Of Commerce incubation committee works along with successful entrepreneur's alumni.

The teacher members and the alumni collectively aim to help the students of the college to build a business. The NMFC Incubation committee along with entrepreneur alumni carried out activities for students to provide them management training, Business plans and prototypes to become successful

venture into an enterprise.

The Nirmala College Of Commerce committee has three teacher members as I/C Principal Umeshchandra

M. Yadav , Asst. Prof. Glenda D silva Asst., Asst. Prof. Abha Ruparel. The Committee has ten alumni who are having successful startups, some of those are better in marketing, finance, production, advertising, accounts - audits, etc.

The alumni students contributing are as follows:

- 1) Angad Shethi
- 2) Sandeep Rai
- 3) Karan Kumawat
- 4) Ajay Vishwakarma
- 5) Priya sharma
- 6) Roshan Shah
- 7) Rahul Mali
- 8) Apurwa Kulkelkar
- 9) Yogesh Chourasia
- 10) Anurag Mishra

The Nirmala College Of Commerce along with Alumni of HEI has carried out about fifteen workshops under Innovation ecosystem. These YouTube videos were used as resource of topic for entrepreneurship development.

The first session of workshop by Nirmala College Of Commerce was on First week of July, 2021. It was online. The session is about "Design Thinking: A Hands-on Workshop". It is by Kiran Bir Sethi. In this hands-on workshop, you yourself became a designer, and learn how to put your ideas for a better world into action!

The Nirmala College Of Commerce committee and alumni committee in a hands on workshop for putting

the ideas for a better world into execution for B.Com. I, II & III years students, present Students.

File Description	Document
Provide Link for Additional information	View Document

3.2.2

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

Response: 9

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

2021-22	2020-21	2019-20	2018-19	2017-18
09	00	00	00	00

File Description	Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	00	0	00	00

File Description

Document

Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website

[View Document](#)

Link to re-directing to journal source-cite website in case of digital journals

[View Document](#)

Links to the papers published in journals listed in UGC CARE list or

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

3.3.2

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
67	00	00	00	00

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Education beyond classroom – Extension Education

Education beyond the classroom is informal, not with define framework of syllabus, curriculum and formal

teaching of teachers. The Education beyond classroom to learn informal education for holistic development

is the main objective of this best practice. It helps in holistic development of students, Dance, singing, sports, NSS, Red ribbon clubs, tree plantation, carrom, chess, badminton, Athletics are some of the means to

get Education beyond classroom.

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

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

NIL

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

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 44

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	00	12	9	9

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 06

File Description	Document
List of year wise activities and exchange should be provided	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Availability of adequate infrastructure and physical facilities viz. classrooms, ICT infrastructure, facilities

for cultural and sports activities, gymnasium, yoga centre, etc. in the institution.

Infrastructure contribute to a positive learning environment. HEI is having adequate infrastructure and physical facilities for curriculum delivery, teaching learning; ICT infrastructure; physical facilities for cultural activities, sport activities, yoga centre.

Infrastructure ensures good content for teachers to impart knowledge and for student to perceive the knowledge. This HEI has adequate infrastructure for teaching-learning, extension activities and evaluation process.

A. Infrastructure for teaching learning evaluation-

HEI has ICT enabled classrooms, compute. There are adequate classroom: out of that 50% are with

IT facilities.

B. Facilities for stakeholders – Ramp, railings, wheel chair is available for divyangjan-physically challenged students.

NAAC room is available for IQAC activities. The NAAC room used as war room for quality education along with quantitative education to conure.

NSS room is for the extension activity. The NSS activities also well disciplined and focus to community. There is NSS room which share details of every function.

Separate washroom facilities are available for boys, girls and staff. The washroom available in adequacy and well in hygiene. Girls common room is maintained for female students for comfort of uncomfort reasons.

C. Facilities for Extension activities-

i. Facilities for sports- HEI has its own Yoga room, Gymkhana facilities, Badminton court,

Carron facilities and related sports facilities are available.

Sport means physical exercise through particular game (individual player) or in group (tam), which gives enjoyment, sports is important for students because not only it built the body activity but also learn to student the win and defeat as two sides of the coin. Sports teaches

the win and defeat are there in life also, one has to take it sportily. Sport also teach the co-ordination in team-mates, development of leadership qualities indirectly.

HEI has the facilities for individual games as well as ground for group games as a team. Indoor and cultural game facilities.

ii. Facilities for cultural activities- Extension activities especially cultural activities in student life help to explore themselves. These activities build confidence. It also develop social skills. Cultural activities are considered as crucial part of student life.

The HEI provides platform to students to express themselves. HEI has proper infrastructure for cultural activities. It has 'Auditorium' for presentation of cultural activities. HEI utilises the classroom (after academics). It has been maintained very systematic.

File Description	Document
Provide Link for Additional information	View Document

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 29.92

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
19.83	35.38	2.95	5.86	3.40

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Library – It is a knowledge source for HEI. It contains a collection of knowledge sources as textbooks, reference books, Question papers, Projects, Journals, News papers, e-resources of knowledge etc.

Library Management System – Library is automated using the Integrated Library Management System (ILMS). It is the software that is designated to manage all the functions of a library. It helps librarian to maintain the database of books, textbooks, reference books, Question papers, Projects, Journals, News papers and e-resources of knowledge. ILMS completely automates all library activities, essential components of the library management system are cataloguing, membership report, status, report generator,

public access catalogue and acquisition. ILMS is used to track the knowledge resource owned, orders made,

bills paid, books borrowed, books on rack, books on demand slips, received books, fine for late books.

E-resources – It is the recent addition to library to upgrade with technology. E-resources is advance technique. It help library users to find E-Databases, E-Journals, E-Magazines, E-Books, E-Audio, E-images.

This HEI is having the E-Library. It is accessible to students, teachers as stakeholder.

The E-Resources are free of cost, because the E-Databases, E-Journals, E-Magazines, E-Books, E-Audio, E-

images, E-Encyclopaedia and E-Newspapers all are free to air, it means open access.

Subscription to E-Resources – Advantages of e-resources explained as Every Reader get information at any time, at many time, at many form with free of cost.

Thus, HEI library has many e-resources, in form of numerous e-books to numerous e-encyclopaedia.

Anyone, may times can access the e-information with no cost. Therefore, this HEI library downloaded the e-

links for e-resources such as e-books, e-journals, e-database and so on. There is no need of paid services for

subscription to e-resources.

Amount spend for library – HEI is keen on proper maintenance of library as knowledge resource. It spends

for books purchase, old question papers on stack and providing better services for stake holders.

The amount spend for the library is provided in the audited statement of expenses and income by C.A. It is

for the five years. The critical period to mention for college for students an for society to nation to entire world was of last months of 2019-20, entire 20-21, and first half of 2021-22. It was the pandemic period. Every system suffered due to Corona-19 covid situation. The amount spend for library is also offered because of the pandemic.

Every HEI's every activity like teaching, learning, evaluation, extension, sports, cultural, library suffered

due to pandemic.

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

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

IT – Information Technology Facilities – HEI underlines the importance's / advantages of ICT facilities for students, for teachers, for administration and for parents. In other words, ICT facilities is useful to every stakeholder in the educational system.

ICT facilities for teachers – World of information, grab of knowledge is available to every teacher due to ICT facilities. This information, the knowledge is in form of text, videos, audios. Its made available as free of cost.

ICT facilities for students – Students get notices, time-table, notes, learning resources, examination system like facilities are made available for students by the HEI. Each student made 'step ahead' of world to knowledge by use of ICT in HEI.

ICT facilities to improve knowledge retention – ICT facilities helps in library for improving the knowledge retention. It also helps to every stakeholder to improve knowledge retention system.

Administration and HEI's IT facilities – 90% of administration of HEI is carried out by ICT enabled systems. The admission process, examination form filling, evaluation, library, teaching – learning, university enrolment, university-college communication like contribution of affiliating, extension of affiliation, yearly affiliation, statistical information, AISHE information are the administration process done in HEI by using ICT.

The attendance of students, defaulter list, notices, parents-teachers meeting details are all communicated to parents about college ongoing activities by using ICT in HEI.

Frequently updates the ICT facilities by HEI – HEI has following ICT facilities which are regularly

updated to keep the pace with information age of present situation:

- a. Routers, data packets to their intended IP addresses as the “Network Equipment”.
- b. Telephones, intercoms, closed computer networks, video telephone and Internet services includes the “Telecommunication Services”.
- c. HEI has “Computing” facilities such as Application Server, Database Server.
- d. Maharashtra Electricity Board, Adani, Tata are the Electrical power suppliers to run the ICT.
- e. Vigilance facilities are in the form of CCTV surveillance.
- f. ICT enabled classrooms and ICT enabled laboratory are available in HEI.
- g. IT services for data backup is available in HEI.
- h. Institute has Wi-Fi for free access of internet and also wired access of internet is provided by local service provider.
- i. Internet services of 30 mbps is available to support the college ICT facilities.

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

4.3.2

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

Response: 22.86

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 35

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 63.59

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)

2021-22	2020-21	2019-20	2018-19	2017-18
11.46	12.58	27.17	38.09	53.97

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 3.03

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
31	14	60	39	19

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

- 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
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 52.27

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

2021-22	2020-21	2019-20	2018-19	2017-18
800	868	1141	00	00

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for 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
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 67.52

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
168	172	173	41	103

5.2.1.2 Number of outgoing students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
248	299	237	44	145

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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) during the last five years

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	000	00	00	00

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Response: 5.8

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
10	04	03	05	07

File Description	Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

There is a registered Alumni Association that contributes significantly to the development of the institution

through financial and/or other support services.

Alumni are the students who are graduate, passed out, established as entrepreneur or as a service person. Alumni are the asset of this institute.

HEI has alumni engagement, active participation and very close association. The Alumni and HEI association is strong with thick bond. It is not registered.

The significant contribution of alumni to the development of the institution is through intellectual support kind.

The alumni with IQAC jointly organised capacity building and skill enhancement initiatives. Alumni

organised soft skills development programme as Student Development Programme over a week session. The alumni with IQAC organised online mode, Youtube videos knowledge built programme. It was for F.Y.B.Com, S.Y.B.Com and T.Y.B.Com the enthusiasm of alumni is very appreciable. IQAC and Alumni jointly organised eight days SDP programme on Soft skill development for B.Com students of first, second and third year. It scheduled from 20th July to 27th July 2021. Communication skill development programme for students was conducted by IQAC with support of alumni.

The programme was online mode, open for F.Y.B.Com, S.Y.B.Com and T.Y.B.Com students. Programme duration was 15th Sept 2021 to 21st Sept 2021.

Some of Alumni members organised SDP in March 22, about ICT skill development for all students of HEI.

The alumni organised such awareness programme regarding to capacity building programme with more than every student of that academic year. Its very innovative session where student participated in the activity. The alumni belongs to commerce programme. The major focus to alumni to guide current students on entrepreneurship. How to start startup business.

The Alumni students took initiative to engage session on competitive examination for present students. The alumni along with competitive exam types, preparation, advantages and studies. How to became IAS after 12th, Way to recall studies, Best strategy of study to face competitive exam, How to crack any competitive exam without coding, Best English book for all competitive exams, Roadmaps of toppers, Top 10 competitive exams, etc. are topics on which HEI along with Alumni organised workshop session for present students. Almost every student of B.Com of 2021-22 viewed the videos/session and learned about competitive examination.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

HEI is having one at the vision as holistic oriented Education.

Governance very pro on holistic education. Governance / Management through the Principal and teaching – non teaching (supporting staff).

the HEI put efforts for Curriculum enrichment. The HEI follows over 20 means / steps / majors / activities to ensure effective curriculum delivery through proper planning. It includes academic calendar, daily lectures, ICT enabled classrooms, Library – as knowledge resources, Research Seminars, projects Presentation and many more including continuous Internal Assessment (CIA) efforts for slow learners – Advance learners; advantages for middle class learners, transport assessment, class test, are steps taken by HEI & Guarantee for holistic Oriented development of students.

Unlift the Society – HEI and Governance very focused on upliftment of the society. HEI charges very average fees for each programme. HEI provides instalments while payment of academic fees. HEI provides platform for extension activities such as cultural competition, sport competition, NSS activities, add value courses, value based skill programmes are organised.

Holistic Oriented Civilian development in students – HEI is keen in Research Activities, celebration of Republic Day and international, national traditions and commomorature days celebrations. Social means for society are same of social activities as blood donation camp, help to orphanages, environmental sustainability – cleaning the social places, service to nation – as step towards holistic of the HEI.

In every means for HEI growth and development, the governance (trust) practices decentralization and total committed involvement with follow up.

Vision of the Institution

To educate students towards an all round development through value based, quality driven and holistic oriented education with a vision to uplift the society and to empower them to participate and contribute to economic and cultural growth of the nation.

Social Need base establishment of HEI –

The first and ever important of Vision is ‘To educate students’. The location of HEI is at lower class and lower middle class population. This society cannot afford long distance and high cash for education. ‘To educate students’ at lower lower middle class, the Nirmala Foundation laid the foundation of Nirmala Commerce College, at Rani Sati Road, Malad (E) at Mumbai.

Value based education – The Governance, The Principal and staff is committed to provide the value based education. HEI carried out value based education through organizing workshops, programmes, activities based on the Human values, Professional Ethical Values, Environmental concern values and Sustainability environment activities were regularly arranged.

Quality driven education – HEI is very keen on providing quality driven education as one of the ‘Vision’

(single intued comma, bold) of the HEI and Governance. The quality of ‘UG’ student can be calculated through ‘result – pass percentage’ of students, especially in Semester VI of T.Y.B.Com students. This is the only exam conducted by the parent University known as Univ. of Mumbai. On an average over 90% pass percentage of students in T.Y.B.Com (Sem VI) depicts the Quality Driven Education, Maximum number of passed / successful students are with distinction to first class i.e. about 70% to 60% marks.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

A. Institutional bodies - Academic (educational) and Administration (office) are the two main bodies at the institution.

Academic institutional bodies involves the curriculum (teaching), Co-curriculum (Research, Cross cutting, Add on values) and extra curriculum bodies involves (Extension bodies like NSS sports and cultural).

Administrative bodies related to office work, exam work, scholarship body, library related body, etc.

B. Functioning of the Institutional bodies –

- a. HEI carried out over 15 best step to better curriculum delivery.
- b. About 25 certificate courses of SWAYAM (MOOC) of minimum 60 courses carried out.
- c. Over 55% student attended the add on certificate course.
- d. Cross cutting issues lectures series was presented to student through Youtube videos.
- e. About 100% student attended curriculum enrichment programme such as cross cutting issues.
- f. Academic bodies of teaching staff deals with research activities. It organised one national conference. It published one research proceeding with about 60 research papers.
- g. HEI published 7 books with ISBN index.
- h. Academic body leads to publish about 100 research papers.
- i. Over 100 extension activities were carried under NSS and social ground as community based.
- j. HEI carried out about 27 cultural and sports activities for the students.
- k. Active Alumni helps in arranging various challenging functions in the HEI.
- l. Over thousands of students participated in the cultural and sports competition in HEI is notable credit of Administrative body of HEI.

C. Functioning of the Administrative bodies:-

- a. Enrolment percentage – Over 80%
- b. Percentage of seats filled against reservation over 100% of full time teachers against

sanctioned posts is due to effective administrative bodies.

- c. HEI with Examination-Evaluation department arranges effective exams and Evaluation.
- d. About 90% result in University Exam at VI Sem of T.Y.B.Com year shows better Cos and POs.
- e. Considerable number at students goes for PG progression
- f. About almost each student got a job on its own is the characteristic feature of the dynamic student.
- g. Rain water harvesting.
- h. Over 80% enrolment shows best administrative setup, 100% teacher appointment shows best of appointment setup. Continuous 4 to 5 years same teacher continues in HEI, Indicates effective and efficient as visible.
- i. Vision shows better functioning of the administrative service rules, procedure are discussed with Admin and frame work of Government of Maharashtra.

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

6.2.2

Institution implements e-governance in its operations

- 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 of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

A. Effective measures for teaching and non-teaching staff

1. Employment provider – The Governance/ Management provides job of either teacher or non-teaching in the HEI
2. Salary benefits – HEI provides the salary to the staff for their services rendered to HEI
3. Social, Safe, Secured environment – HEI provides safe, secured and social environment to do work to the employee
4. Work culture – HEI provides best work culture to employee. Teachers can explore their talent while career. The Non-teaching staff get work experience on every day to every year
5. Platform for holistic development – HEI provides Institute as platform for holistic development of employee itself. Communication, Information, acquiring knowledge are gain to teachers.
6. Self-identity – Each staff get identity with the HEI. To work in college is itself privilege to the staff.
7. Grants for Research – Critical thoughts develops in research. HEI provides platform to employee to create self-identity in Research-Review-Innovation, along with grants.
8. Funds for Workshop – HEI provides Research funds, funds to teaching and non-teaching for self-appraisal by such employee.
9. Uniforms for supporting staff – HEI provides two pairs of Uniforms for all supporting staff in every year.
10. Group Insurance for non-teaching staff – HEI pays the premiums for the group insurance for non-teaching staff. It is worth of Rs. One Lakh.

B. Performance Appraisal System for teaching and non-teaching

a. Performance Appraisal System for teaching staff-

It includes Standards of Teaching, Knowledge of Students, Knowledge of content and

planning, Institutional delivery, Effective Learning Environment, Communication and Collaboration, Professionalism, Assessment outcome.

The feedback of students, parents and alumni are collected and analysed. From these feedback forms performance appraisal for teachers is worked out.

b. Performance Appraisal System for non-teaching staff-

CR- Confidential reports of each employee is collected and reviewed for performance

appraisal.

Annual confidential reports and annual performance appraisal forms are viewed

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

6.3.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 13.1

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
19	00	00	00	00

6.3.3.2 Number of non-teaching staff year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	10	10	10

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Regular Internal and External Audit for Financial year 2017-18, 2018-19, 2019-20, 2020-21 and 2021-22.

? Remark of audit for five audits till date -

- o Receipts and payments are correct
- o Books of Amount are verified
- o It shows regularity in accounts
- o No audit and objections/ Compliances > Receipt head shows transparency and regularity
- o Expense head also shows transparency

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

College has a rich culture of institutional functioning through participation among all stakeholders especially

faculty, students, employer and alumni. The IQAC plays an important role in ensuring quality of the functioning of administrative and academic units of the college. The Internal Quality Assurance Cell constantly reviews, monitors and modifies the strategies, processes and measures in practice to sustain and

improve the quality of teaching-learning and upgrade the know-how and domain knowledge of its faculty

members. It is mandatory for all faculty members to submit Annual Performance Appraisal Report (APAR)

which tends to self-evaluate them on the basis of a number of performance indicators viz. research publications, paper presentations in National and International Conferences, innovative practices in teaching,

awards, extracurricular activities, commitment to social causes through extension activities and other academic achievements. These have been diligently implemented by the authorities and serve as effective mechanisms of self-evaluation.

File Description	Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**

4. Participation in NIRF and other recognized rankings**5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.****Response:** A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

HEI has taken initiative, as-

A. Measure initiated by the institution for the promotion of gender equity

B. Measure initiated by the institution for the event and festivals

C. Measure initiated by the institution for the celebration/organisation of national and international commemorative days.

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

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Institution is pro for inclusive environment. HEI always take initiatives for the tolerance and harmony towards cultural, regional, linguistic, command socioeconomics diversity of students.

HEI takes initiative for sensitization of students to the constitutional obligations, values, rights, duties and

responsibilities of citizens.

College takes initiative for sensitization at employees to the constitutional duties.

A. HEI initiative for the tolerance and harmony towards culture of India-

HEI - Cultural Department take initiatives to organise cultural festival. It includes traditional day

celebration, Ganesh festival, Nirmala festival, friendship day, celebration, workshop for garba, yoga day, yoga workshop, Christmas celebration, deepavali celebration, etc.

HEI – Sports Department tech initiatives for Indian native sports such as kabaddi along with carom, table tennis, chess, athletics. To exercise and keep feet, to move in life to move to health is Indian ideology. Therefore HEI also leads to sports festival, sports competition for students.

B. HEI initiative for the tolerance and harmony towards regional-linguistic diversity of students-

Traditional day celebration, tie day celebration, sari day celebration, rangoli competition, singing

competition, dance competition are the events organised for students by HEI.

The purpose-objective of HEI is to take initiative for the tolerance and harmony towards regional and linguistic diversity of students.

C. HEI initiative for the command socioeconomic diversity of students-

HEI takes initiative to give admission-enrolment of students from various caste, cadre for communal socioeconomic balance.

HEI provides admission-enrolment to various categories such as – SC, ST, OBC, Minority, Others, etc. as per applicable reservation policy.

HEI provided about 92.16% admissions to seats earmarked for reserved category as per GOI and University of Mumbai.

D. HEI takes initiative for sensitization of student to the constitutional obligations, values, rights,

duties and responsibilities of citizens-

HEI carry out the commemorative days celebration for students. Especially, the 26th January & 15th

August, Institute organise the flag hoisting, patriotic songs competitions, patriotic presentations and constitutional awareness programme.

E. HEI takes initiative for sensitization of teachers to the constitutional obligations, values, rights,

duties and responsibilities of citizens-

HEI carry out the commemorative days celebration for students. Especially, the 26th January & 15th

August, Institute organise the flag hoisting, patriotic songs competitions, patriotic presentations and constitutional awareness programme.

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

Best Practice - I

a. Title of the practice-
Education Beyond the classroom – Extension Education

b. Objectives of the practice -
Education is a meaningful, intentional activity which is directed for transmitting knowledge and acquiring skills with values.

Education may be classroom education and may be beyond the classroom.

Education beyond the classroom is informal, not with define frame work of syllabus, curriculum and teachers.

To learn informal education for holistic development is the main objective of Education beyond the classroom.

To multidimensional development of the students.

To holistic development of students.

To develop personality of the students.

To understand the society, social problems, to find solution, if any.

c. The Context-

Man is not borne; Man is made. For making the process of Man-Human, there is one

circumstance, way that is education beyond the classroom – Extension Education.

In classroom education-formal education –limits of syllabus, subjects, courses, time schedules examination and marks – pass fail is there. In this attempt, there is no boundaries of syllabus, curriculum, time table, lectures, notes, exams and marks obtained for pass-fail.

Limits, barriers of curriculum teaching-learning to be overcome through same bypass, of course, education beyond class is its bypass diversion to career highway.

The context of education beyond the classroom is communication skill development beyond the classroom, general social problems to understand beyond the along with the traditional, routine, way of education, out of box education, out of classroom education counts for personality, communication skills development, community can be understand by communication is beyond the classroom – practice.

d. Practice –

Beyond the classroom-Extension activities were carried out along with Teaching-Learning-Evaluation technique.

HEI has utilised the National Service Scheme platform for this purpose. In all about 70 activities were carried out in this education beyond the classroom practice.

The activities include:

International Yoga Day, Swachh Bharat Abhiyan, Tree plantation. Independence Day

celebration, Ganpati Immersion, Quit Smoking, National service scheme day, Road safety

rally, Swachh Bharat Abhiyan, Blood Donation, Republic Day, NDRF management workshop, Selfie with kachra, Tree plantation, Independence Day celebration, Ganpati Immersion, Swachh Bharat Abhiyan, Blind Faith, HIV/AIDS awareness, Mumbai Marathon, Waste Management, Blood Donation, Republic Day, Voting Awareness Rally, Yoga Day, Raksha Bandhan Celebration, Independence Day celebration, Bottle for change, Donation for Kolhapur flood, FIT India, Making Paper bag and distribution, Ganpati Visarjan, Tree Plantation, National service scheme day, Road safety rally, Say no to plastic, Drugs Addiction rally, Save girl child rally, Blood donation, Save tree, Republic Day, Webinar on blissful moments through yoga, Gender Sensitization, Webinar on Measures and Mediation for combating Covid-19, Quiz on Olympic sports, E-Poster making competition, E-Quiz competition on "contribution of Mahatma Gandhi", Webinar on insight on SEBI, Webinar on Entrepreneurship development, E-Quiz competition on "Women Empowerment Schemes in India", Vaccination Drive, Mask Making, Webinar on Scholarship and Financial Guidance to study abroad, Rangoli Competition, Painting Competition, Mehndi Competition, Best out of Waste, Webinar on "Effects of changing lifestyle on Women's Health", Webinar on Career Opportunities in banking sector, Mask Distribution, Webinar on Consumerism and how to manage money and be a smart investor, Swachh Bharat Abhiyan, Tree plantation, Paper bag Distribution, Logo Competition.

The Practice of Education beyond classroom was carried out with social affirmation, social communities such as:

National disaster response force Mumbai unit, Red Ribbon Club, Maharashtra government youth affair department, Suryodaya hospital Ghatkopar blood bank Mumbai, Election officer Malad region Mumbai, Arpan Blood Bank, Bhandup West, Brihanmumbai Municipal Corporation (BMC) ward, Malad, Dindoshi police station Malad East, Soni Parab : Yoga Kutir, Malad East, BMC school, ADV. Niranjan Shetty, Mumbai, Dr. Kashifa Usmani, Medical Association, Kisaan Foundation, Dr. Ria Mathani, Health DEPT, BMC, Mumbai Edwise Organization Malad West, Abida Faiz, Shabir Ahmed Memorial Malvani, Malad(W) Kotak Education Foundation Mumbai, College NSS Unit, CGIS Foundation by T. R. Pandey Swachh Bharat Abhiyan GVT. of Maharashtra, Vivek Rural Development Center , Belwadi , Vasai, Palghar, University of Mumbai NSS Central unit Churchgate, AIDS Red Ribbon Club.

e. Evidence of Success-

Success is relative term, formal education means academic year-syllabus-teaching-learning-evaluation and result-pass-fail-A/B/C/ grade-1

st class/2nd class etc. Informal education is

intangible, beyond immediate calculation, mostly it is qualitative development.

Education beyond class is qualitative development at man to Human. It is not immediate effect, transformation. It is permanent, sustainable change in individual for permanent as civilian.

f. Problem Encountered and Resources Required-

? Problems Encountered:

? Workshop for students- Formal education is focused by students. They directed for curriculum and get degree as B.Com. To motivate them for Education beyond class is great problem. The importance indirect positive impact gain to impose on students in problem.

? Attitude of parents- Direct grade of core sheet sheet matters for parents. The graded subject always underestimated. Therefore to make parents to grant permission to their young ones (student) is a problem.

? Attitude of teachers- It is surprising to note that many of teachers are also having negative mind set for education beyond class. It is difficult to brain wash them to participate themselves and make students to participate in it.

? Attitude of Society- Social elements in general think that tree plantation cleanliness, orphanage help, disaster management etc are duties of government. Society restrict the students to involve in such activities. It is also one of the problem.

? Resources Required- Education beyond class also required monetary resource, Human resource, infrastructure resources, Marks as reward.

? Monetary resource- To certain extent NSS-central Unit of University provides monetary help. However, it is too least. It is problem , The governance, management helps in such cases.

? Human resource- Expert Human Resources like MDR, Medical-Doctors, Skilled authors to guide students are less.

? Infrastructure resource- To and fro facilities, tree plantation devices, learning devices are very less.

? Awards/Reward- Formal education is immensely awarded by marks/grade. Education beyond classroom also should noticeable attention, reward of marks.

Their are 2 best practices please refer the link for both the best practices

File Description	Document
Best practices as hosted on the Institutional website	View Document
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:

The HEI provides priority for its academic performance.

For keeping its distinctiveness as per academic performance priority, it works with 5 aspects as –

1. HEI thrive for better academics planning by teachers
2. HEI thrive for better academic delivery by teachers
3. HEI thrive for online/offline academic skill based certificate courses.

4. HEI thrive for academic skill based courses on free basis and on mandatory basis.
5. HEI provides E-certificates to students for attending Academic skill based courses.
6. HEI organises academic converge activities for Academic advancement.
7. HEI thrives for continuous internal assessment while academic delivery.
8. HEI provides projects to students based on academics as advancement.
9. HEI thrives for betterment of academic delivery by collecting information about academic delivery by faculties.
10. HEI analyse and take action for suggestion given by stakeholders for improvement in academic delivery.

A. HEI thrives for better academic planning by teachers-

Academic calendar is the base for effective curriculum delivery. It have has been divided as teaching-learning part and continuous Internal Assessment part.

B. HEI thrive for better academic delivery by teachers.

1. Time table of each programme for F.Y. B.Com, S.Y. . B.Com and T-Y. B.Com classes prepared by each teacher.
2. Daily attendance of students-HEI ensures presence of students regularly for lecturers and in computers.
3. Regular class tests-HEI carried out frequent class tests.
4. Defaulters list-Irregular absent students for lectures-practical's noted as defaulters . Efforts made to turn them in regular students by taking follow up with individual student and his/her parents.
5. Slow learners-Based on class tests performance and daily lectures participation-interaction, slow learners were noted and more efforts put in for them.
6. Remedial lectures-Institute arranges the remedial lectures for the slow learners and absent-irregular student to get them in main stream.
7. Advance learners effects-More involved in seminars, power point presentation, Research like curriculum related activities.
8. Add on courses-Effective curriculum delivery. Supported can be with add on courses / value added courses. which are to set by SWAYAM, MOOC.
9. Cross cutting issues-For transacting the curriculum, cross cutting issue were delivered.
10. Seminars-Advance learners students asked for seminars on the curriculum.
11. Internal Examination- Effectiveness of curriculum delivery can be scaled - measured by Exams.
12. Term And Examination-HEI also carries out Term End Examination to get Assessment of curriculum delivery work.
13. Use of library-It is knowledge resource. Her take efforts to use of library for students and teachers.

C. HEI thrive for better Courses-

Academic skills based certificate courses are organised by HEI. In all assessment period, HEI Organised 25

academic skills based certificate courses were carried out. For each course, HEI prepared information flyer to students, detail of course, course outline and schedule for the course. The online courses were dealt with institutional faculties. The viva voce was conducted as a mode of assessment re-examination was asked for

those are with poor performance.

The 25 academic skill based certificate course were of 30 hour duration. The programmes/courses were resourced from online MOOC programs like SWAYAM, NPTEL, AICTE, CSIR, UGC, etc.

The MOOC courses are formed by IITians. It requires specific time duration, and two thousand rupees for

examination. Both are handles to run the courses. Therefore, HEI resourced the material of course from MOOC, taught by HEI faculty and examined by HEI, certified by HEI. The sincere purpose of Add on/ values added courses is served by overcoming basic problem at grass root level.

D. HEI thrive for better mandatory basis-

Academic skill based certificate courses were provided to every student of HEI As a matter of compulsion.

Students were provided the course at free of cost. E certificate were provided to each of examinee. Course is

worth to add on academics or otherwise value added courses. It made HI to take initiative to each of student.

It is because, HEI thrives for betterment of students.

E. HEI provides E-Certificate to students for attending Academic skill based courses.

The HEI carried out about 25 academic courses for betterment of students. There are over 70-90% students

appeared for this efforts. The course is of MOOC-SWAYAM. However, carried by HEI faculties. The assessment of students for course study was done by HEI faculty and HEI provided E-Certificate to students.

F. HEI organises academic converge activities for Academic advancement-

The academic converge activities require for holistic development of students. It is the main purpose of

curriculum. HEI made a provision for the session to deal with cross cutting issues related to the Professional

Ethics, Human Values, Gender and Environment-Sustainability concern.

The HEI carried out the academic converge activities related to professional ethics and Human Values for

first term of F.Y. B.Com, S.Y. B.Com as well as T.Y. B.Com. While crosscutting issues related to Gender

awareness, Gender Equity and Environment sustainability was carried out in second term at class B.Com – I,

B.Com – II an B.Com–III in academic year 2021-22.

G. HEI thrives for continuous Internal assessment while academic delivery-

For better academic delivery, the HEI thrives for CIA – Continuous Internal Assessment. It is by the steps as

mentioned below:

? Regular Class test

? Defaulters List

? Follow up of defaulters list with students and parents

- ? Daily attendance in class
- ? Remedial lectures for slow learners
- ? Research work for advance learners
- ? Viva-voce
- ? Project based academics
- ? Internal Examination
- ? Term End Examination

H. HEI provides projects to students based on academics as advancement- HEI thrives for betterment students in academics. Institute provides project assignments to students which

are based on academics.

HEI thrives for betterment of academic delivery by collecting information about academic delivery by faculties.

The distinctiveness of HEI is the Academic Aspects and its best delivery to the students.

For the very purpose, the HEI collect the comments, critical information, suggestion about academic delivery by faculties from students, parents, alumni and employees also.

The critical comments, suggestion shows the scale by which teachers/faculties are fulfilling. The satisfaction

of curriculum teaching means betterment of HEI distinctiveness.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

HEI under went two best practices, as Education beyond classroom – Extension Education
Education beyond the classroom is informal, not with define framework of syllabus, curriculum and formal teaching of teachers. The Education beyond classroom to learn informal education for holistic development is the main objective of this best practice. It helps in holistic development of students, Dance, singing, sports, NSS, Red ribbon clubs, tree plantation, carrom, chess, badminton, Athletics are some of the means to get Education beyond classroom.

The second best practice is to provide the lenses through which the study as well as methodological approaches, findings, conclusion and recommendations can be viewed. It is about research, to set scientific and systematic hypothesis. Research is an honest, exhaustive intelligent searching for facts. Research culture, research incubation, research paper writing - presentation- publication to is there in this practice. This practice is successful because 40 Research paper publication, 07 books (ISBN) publication, one national conference and One Research proceeding with 60 research papers is outcome of Best Practice second.

Distinctiveness of Institution are better academic planning, better academic delivery, academic skill based certificate courses, internal assessment, project base advancements, feedback to understand the depth of process, ATR as remedial to overcome suggestion for betterment, these are some of the distinctiveness of HEI.

Concluding Remarks :

INSTITUTE underwent 15 majors for effective curriculum delivery, 25 add on courses for more than 60-70% students, cross cutting issues were carried out for curricular enrichment. About 24% student involved in project based on out curriculum. The feedback is collected, analysed , atr for present , students , teachers , employers & alumni.

Enrol ment percentage is over 80% shows HEI is better in achieving its intake goals. About 90 % of students from reserved categories were admitted

The student - teacher full time ratio is 88 : 1 . Institute undergoes student centric methods of teaching learning. 100 % of full time teachers against sanctioned post are working,

Transparent mechanism of examination - evaluation is the practice of HEI. It has over 90 % CO - PO outcome. The pass percentage is about 51 % . It shows quality edution of HEI .

Institute published 40 research papers in International ISSN journal. organised one national conference, published 7 books which are ISBN indexed . Institue carried out over 70 - 80 social activities under NSS . HEI has functional MoUs with institution , industres and NGOs for exchange resources.

Institute has its adequte infrastructure for better curriculum delivery . It includes classrooms, laboratories , ICT infrastructure , faclities for cultural and sports activities . Institute undegoes 63.58 % of expenditure for infrastructure augmentation . HEI has library with LMS . The computer to student ratio is 800 : 35 . Campus is

maintained properly by expenditure

Students are having privilege of freeship HEI carried out Caacity building and skill enhance ment initiative . Over 51.67 % of students benefited for guidance of competitive exams, considerable placement and progression of student is there .

29 activities of sports and cultural with considerable student participation done by HEI.

Active alumni support to HEI

Institute has better governance , leadership and management . E-governance, effective welfare measures, 100 % professional development programmes for faculty, better financial management , best of IQAC, try for NIRF, MoUs, and undergoing NAAC are strong basis of HEI

Institute has better values and social responsibilities, best practices and distinctiveness on its own.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.4.1	<p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>2.4.1.1. Number of sanctioned posts year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>09</td> <td>10</td> <td>12</td> <td>16</td> <td>16</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>17</td> <td>21</td> <td>21</td> <td>19</td> </tr> </tbody> </table> <p>Remark : Input edited as per 2.2 extended profile.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	09	10	12	16	16	2021-22	2020-21	2019-20	2018-19	2017-18	17	17	21	21	19
2021-22	2020-21	2019-20	2018-19	2017-18																	
09	10	12	16	16																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
17	17	21	21	19																	
3.2.2	<p><i>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</i></p> <p>3.2.2.1. Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>78</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>09</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	78	00	00	00	00	2021-22	2020-21	2019-20	2018-19	2017-18	09	00	00	00	00
2021-22	2020-21	2019-20	2018-19	2017-18																	
78	00	00	00	00																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
09	00	00	00	00																	
3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>09</td> <td>14</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2021-22	2020-21	2019-20	2018-19	2017-18	17	09	14	00	00										
2021-22	2020-21	2019-20	2018-19	2017-18																	
17	09	14	00	00																	

2021-22	2020-21	2019-20	2018-19	2017-18
0	00	0	00	00

3.4.3 **Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
24	00	17	11	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14	00	12	9	9

6.3.2 **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:

2021-22	2020-21	2019-20	2018-19	2017-18
09	00	00	00	00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

2.Extended Profile Deviations

ID	Extended Questions										
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>09</td> <td>10</td> <td>12</td> <td>16</td> <td>16</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	09	10	12	16	16
2021-22	2020-21	2019-20	2018-19	2017-18							
09	10	12	16	16							

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	17	21	21	19