



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

SMT. MITHIBAI MOTIRAM KUNDNANI COLLEGE OF COMMERCE AND ECONOMICS

**VIDYASAGAR PRINCIPAL K.M.KUNDNANI BANDRA CAMPUS,ADV.NARI
GURSAHANI ROAD,T.P.S. III,OFF LINKING
ROAD,BANDRA(W),MUMBAI-400050
400050**

<https://www.mmk.edu.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Smt. MMK College, a beacon of academic excellence in Mumbai, distinguishes itself through innovative initiatives and a commitment to providing a holistic educational experience. In collaboration with the Institute of Chartered Accountants of India (ICAI), the college takes pride in hosting the first-ever Accountancy Museum. This groundbreaking establishment not only enriches the learning environment within our institution but has also been emulated by other colleges within Mumbai University, underlining our pioneering role in shaping educational paradigms.

Adding another feather to our cap, Smt. MMK College has introduced skill-oriented courses, including the Bachelor of Vocation (B,Voc), aligning seamlessly with the National Skills Qualifications Framework (NSQF). This strategic move ensures that our students acquire practical skills and industry-relevant knowledge, positioning them as dynamic and capable professionals in their respective fields.

The college houses two distinguished research centers—one dedicated to Accountancy and another focusing on Business Policy Administration. These centers serve as crucibles for cutting-edge research, contributing valuable insights to the academic landscape. Our commitment to fostering intellectual exploration is evident in these initiatives, further solidifying our position as a hub for academic innovation.

In terms of faculty strength, Smt. MMK College boasts the largest pool of professors among commerce colleges in the region. Additionally, our Board of Studies (BOS) members, including the Head of BOS in Business Management at Mumbai University, bring a wealth of expertise to our academic ecosystem. This collective knowledge ensures that our students receive mentorship from accomplished professionals, providing them with a well-rounded educational experience.

As we celebrate our diamond jubilee and enter 4th cycle of NAAC, Smt. MMK College remains dedicated to pushing the boundaries of education. Through visionary initiatives, a dynamic curriculum, and a commitment to excellence, we continue to prepare our students for success in the ever-evolving landscape of commerce and economics.

Vision

Premier institution of learning, providing Undergraduate and Postgraduate Education in Commerce and Economics, Specializing in Accountancy, Management and International Business.

Mission

- 1. Kindle intellectual curiosity among students and motivating them to attain academic excellence.**
- 2. Motivate faculty towards continuous upgradation of knowledge and delivery of teaching.**
- 3. Empower faculty to be ‘change-makers’ in their responsibility towards students.**

4. Foster Indian values through culture, care, compassion, creativity and collaboration through our portals.

5. Espouse vigorous research-orientation in faculty and students.

6. Develop 'esprit de corps' in alumni.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Allow me to illuminate the splendid tapestry of strengths that weaves the very essence of MMK College, creating an educational sanctuary of unparalleled distinction. Within the hallowed halls of this esteemed institution, a symphony of virtues unfolds, painting a portrait of academic grandeur.

1. **Dedicated and Committed Faculty Members and Staff:** Within the sanctum of MMK College, a tapestry of erudition is woven by a cadre of not merely educators but visionary mentors. The faculty members and staff, driven by a passionate commitment to excellence, transform classrooms into crucibles of inspiration and knowledge.
2. **Centrally Located Campus, Good Discipline, and Vibrant Students:** Nestled in the heart of accessibility, MMK College's centrally located campus serves as a beacon of knowledge, drawing seekers of wisdom from far and wide. Disciplined corridors echo with purpose, fostering an environment where vibrancy intertwines with a disciplined spirit, creating a harmonious haven for intellectual growth.
3. **Academic Infrastructure for Effective Teaching-Learning Process:** The infrastructure at MMK College is a testament to the institution's dedication to fostering intellectual brilliance. Here, learning is not a mere pursuit; it is an immersive experience. State-of-the-art classrooms, cutting-edge laboratories, and an expansive library create an atmosphere conducive to the unfurling of academic potential.
4. **Job-Oriented, Market-Friendly, and Skill-Oriented Courses:** At the core of MMK College's academic ethos lies a commitment to relevance and practicality. Courses are not mere conduits of information; they are crafted pathways to professional prowess. Students emerge not only with degrees but with a treasure trove of skills poised for the dynamic demands of the market.
5. **Excellent Cultural, Sports, and Student Extension Activities:** Beyond the confines of academia, MMK College cultivates a garden of holistic growth. Cultural, sports, and student extension activities bloom, nurturing talents, fostering a sense of community, and embellishing the college experience with a kaleidoscope of extracurricular vibrancy.

In culmination, MMK College is not merely an institution; it is a kaleidoscope of educational brilliance. The strengths enumerated here are but a glimpse into the enchanting realm of knowledge and character that defines this bastion of learning.

Institutional Weakness

Space Constraint:

Our expansion faces a critical hurdle — limited physical space. Particularly challenging in our grant-in-aid

courses with intensive lecture workloads, this limitation severely compromises our ability to provide diverse learning environments and practical training areas, significantly impacting the educational experience.

High Student-Teacher Ratio:

The grant-in-aid model, coupled with a consistently high student-to-teacher ratio, intensifies the struggle to deliver personalized attention and meaningful interaction. This imbalance not only erodes the quality of education but obstructs effective student engagement. Urgent measures are imperative to rectify this critical issue within the restrictive framework of grant-in-aid structures.

No Consultancy Revenue:

Navigating the intricacies of our courses, coupled with the heavy workload, poses substantial hurdles in pursuing consultancy assignments. The absence of a formal incentive policy compounds the problem, resulting in a tangible loss of consultancy revenue. Immediate attention and the establishment of a structured incentive system are non-negotiable to unlock the untapped potential in this revenue stream.

Informal Industry Interactions:

The lack of a formal incentive policy heightens challenges in securing internships and placement opportunities through informal industry interactions. The absence of a structured procedure and credit recognition stifles students' practical exposure and industry connections, severely impeding their transition into the professional realm.

No New Employment of Teachers in Aided Colleges:

The absence of new employment opportunities for teachers in aided colleges exacerbates challenges, directly impacting the quality of teaching. Teachers, paid on a consolidated basis due to regulated fees, face financial constraints, affecting their motivation and dedication to delivering high-quality education.

Fees Covered Under Fee Regulation Act:

Government-regulated fees, particularly in grant-in-aid structures, jeopardize our autonomy to set fees at levels supporting quality education and necessary improvements.

Low Rate of Students Continuing Higher Studies:

The low rate of postgraduate students continuing higher studies is linked to a trend wherein many opt for higher education abroad after completing one year of post-graduation.

Institutional Opportunity

Establishing robust linkages with alumni, industry professionals, and professional organizations can significantly enhance research activities, create placement opportunities, and foster collaborations. Alumni, with their wealth of experience, can provide valuable insights, mentorship, and even contribute to research projects. Industry connections can offer real-world perspectives, support skill-based courses, and facilitate internships, enabling students to gain practical experience.

Moreover, partnerships with professional organizations enhance the institution's credibility and provide access to a network of experts. This collaboration can lead to joint research initiatives, workshops, and seminars that benefit both students and faculty. Industry and professional linkages are crucial for aligning academic curricula with the dynamic needs of the job market.

To optimize placement opportunities, institutions should actively engage with companies through campus recruitment drives, internships, and industry-academic collaborations. Building a strong relationship with the state machinery for competitive exams can also create avenues for student placement in government positions.

Focusing on skill-based courses is essential to equip students with practical abilities sought by employers. Internship and "earn while you learn" programs can bridge the gap between theoretical knowledge and practical application. This approach enhances employability and prepares students for the challenges of the professional world.

Transitioning into a multi-disciplinary and trans-disciplinary institution broadens the educational landscape. Offering autonomy to academic departments provides flexibility to adapt courses according to industry trends and technological advancements. This adaptability ensures that the institution remains at the forefront of education, producing graduates with diverse skills and knowledge.

In conclusion, tapping into alumni, industry, and professional organization linkages presents numerous opportunities for educational institutions. Strengthening these connections facilitates research, enriches academic programs, provides placement avenues, and enhances the overall quality of education. Additionally, adopting autonomy and a focus on skill-based courses ensures that institutions remain agile and responsive to the evolving needs of the professional landscape.

Institutional Challenge

Under the New Education Policy (NEP) in India, MMK face a spectrum of challenges and opportunities as they navigate the transformative landscape of the educational paradigm. The NEP, introduced to overhaul the archaic system, brings forth a host of changes, demanding adaptation and innovation from institutions.

One primary challenge involves the substantial revamping of the curriculum. Colleges must align their course content with the NEP's multidisciplinary approach, emphasizing flexibility and interconnectedness between different disciplines. This demands a meticulous revision of existing curricula to meet industry requirements and global standards.

Faculty development becomes paramount in this context. The NEP necessitates a shift in teaching methodologies and an embrace of technology-driven education. Colleges must invest in faculty training programs to ensure educators are equipped with the skills to deliver a contemporary and technology-integrated learning experience. Recruiting and retaining qualified faculty members become crucial to meet the increased demand for quality education.

Technology integration is a pivotal aspect of the NEP, requiring colleges to seamlessly implement digital resources and online learning platforms. This transition not only enhances the learning experience but also aligns with the policy's vision for a technology-driven education ecosystem.

Assessment methodologies witness a significant transformation under the NEP, emphasizing continuous evaluation and reducing reliance on rote learning. Colleges must adapt their assessment strategies to align with these reforms, fostering a more comprehensive and innovative evaluation approach.

The policy's focus on research and innovation poses both a challenge and an opportunity. Colleges need to cultivate a research-oriented environment, encouraging faculty and students to engage in meaningful research activities. Establishing collaborations with industries becomes imperative for applied research opportunities.

Financial implications form a critical challenge for colleges. Implementing changes in infrastructure, faculty development, and technology integration requires substantial investment. Balancing affordability for students while ensuring the financial sustainability of the institution becomes a delicate task.

In conclusion, commerce colleges in India, operating under the NEP, navigate a dynamic landscape that demands adaptability, innovation, and strategic planning. Addressing these challenges presents an opportunity for colleges to contribute effectively to the realization of the NEP's vision for a modern and holistic education system in India.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Criteria 1 deals with curricular aspects. The implementation and Curriculum delivery is done through a planned and documented process. Academic calendar is prepared and uploaded in the college website providing information about the curricular and co-curricular activities for the entire year. Department-wise meetings are held to discuss the workload of faculty, subject allocation, mode of delivery. The Time table committee prepares the Master time table and individual faculty wise time table. Teaching plan is prepared by the faculty for every subject. Faculty attends syllabus revision workshops and seminars, contribute to the design, development of curriculum, act as paper setter, examiners and moderators.

Remedial lectures are conducted for weak students. Guest lectures, seminars and workshops, Industrial and field visits are organised to provide exposure to practical aspects of their curriculum. Semester end and internal exams are conducted for continuous evaluation. Results are analysed and evaluated to understand the accomplishment of teaching and learning outcomes.

The college has a total enrolment of 15840 students during 2018-19 to 2022-23 in all courses taken together. Year-wise total enrolment is 2971 in 2018-19, 3051 in 2019-20, 3217 in 2020-21, 3391 in 2021-22 and 3210 in 2022-23. The number of add-on and value-added certificate courses offered to enhance skill development is 30 in the above period. As many as 5804 students enrolled in these courses taking the percentage of enrollment to 36.65%.

The curriculum is designed to impart professional ethics, gender and human values, environment and its sustainability through the subjects such as Foundation course, Environmental studies in B.Com, Contemporary issues, Media laws & ethics in BAMMC, Business ethics & corporate governance in BMS and BFM.

Apart from this, the committees such as NSS and Women's Development, promote gender sensitisation, impart ethics and environmental sensitivity through aids awareness rally, tree plantation drive, cleanliness programs. Natures Club, E-waste collection centers also sensitize students and educate them about socially relevant issues.

Feedback from various stakeholders such as Students, Employers, Alumni and Teachers represents a powerful tool influencing learning and accomplishment. It is analysed and uploaded on the college website. Suitable changes are initiated through the Action Taken Report.

Teaching-learning and Evaluation

An interactive teaching-learning process has been a constant motivation that leads to academic enrichment. It is evident through the increasingly better performances of the students in the University exams.

The College enrolls students as per the approved sanctioned strength and reservation policies of the Government of Maharashtra. The transparency in the admission process is strictly followed as per the norms of Mumbai University and the Government rules.

The teachers employ varied inclusive approaches to cater to diverse learners. These approaches include counselling sessions, classroom activities/interactions and remedial/tutorial sessions. The College has a strong ICT infrastructure and it is used for teaching –learning process. The teachers augment the conventional teaching method with ICT-based techniques. Special talks, conferences/seminars, workshops, projects and panel discussions are organised to provide experiential learning and exposure to practical aspects.

Continuous Internal Evaluation (CIE) of assignments, unit test and in-semester examinations are done regularly to achieve academic excellence of all the students. The mechanism of internal assessment is transparent and robust covering all the learning domains. Based on the students' performance extra measures like remedial classes are conducted for the below average students to perform better. The attainment of learning outcomes of students is evaluated by internal and external assessment.

The College has a high percentage of full-time teachers out of the total sanctioned posts. The faculty members are dedicated, full of potential to achieve higher academic growth. The academic faculty are well qualified with commendable teaching and research experience.

The POs and COs are displayed on the college website and communicated to students. The attainment level of students are assessed. The students provide feedback in every year for curricular aspects and infrastructural facilities.

Research, Innovations and Extension

The college actively fosters a culture of research among its faculty, encouraging them to propose and undertake both minor and major research projects. Supported by a dedicated research center, The college facilitates research activities and secures research funds from government agencies. Notably, numerous faculty members have successfully obtained research grants from University of Mumbai and other research bodies. The college boasts a cadre of seven Ph.D. research guides out of which four are recognized guides are from the college-Research Centre. Eleven faculty members hold doctoral degrees, indicative of the Institution's commitment to scholarly excellence. Moreover, the college is actively pursuing collaborations and Memorandums of Understanding (MOUs) with various institutes, industries, and firms, aiming to enrich the educational experience with practical insights and experiential learning opportunities for both students and faculty members. At present college has 21 functional MOUs.

Hands-on training on Live Trading on Stock Exchanges, Photography sessions in Studios are conducted to enable students to get real life experience in practical settings. Some of our faculty members are also involved in *innovation activities through filing of Patents*. This results in knowledge creation and enhancement of teaching learning activity. Students are trained to take part in *research activities* through participation in the International Economic Convention (IEC) in which several colleges take participation. In the year 2022-23, students of our college competed and won '*First Prize*'.

The college started its own research journal, where faculties as well as students contribute to various areas of knowledge In turn, the college also provides good infrastructure facilities to faculty and students such as computer labs, well-stocked library and internet access. Faculty contributed their authorship to 100 books and 119 research papers.

The college organized various extension activities for the benefit of the society through NSS, DLLE & Rotract. Every year, the students organize activities such as beach cleanup, blood donation, residential camp where they undertake various social events to uplift the problems faced by the society. The college has received recognition certificates from government hospitals for conducting blood donation camps. Programmes benefitted the society and made our students more responsible and independent.

Infrastructure and Learning Resources

The college is situated on a spacious plot, features a four-storied building that includes well-equipped and airy classrooms, a library, and an administrative office. The college has 25 classrooms equipped with modern technology for teaching and learning. All classrooms have projectors and screens, while there exists one state-of-the-art smart classroom and 11 classrooms have advanced digital teaching devices. Interactive boards are installed in four classrooms. Two seminar halls combined with classrooms have modern ICT facilities and can accommodate 125 students each. Three IT labs house a total of 92 computers for students to conduct practical work. 122 computer terminals are available exclusively for teaching, learning, and research.

TeachUs application has been implemented for taking attendance online. Mastersoft Software is being used to provide student e-services. MS-Teams application has been adopted for delivering online lectures.

The college offers a variety of cultural, sports, and recreational activities for its students. These include indoor and outdoor games, a gymnasium, seminar halls, and programs such as NSS, DLLE and Yoga. College's quadrangle as well as terrace serves as a venue for hosting sporting, cultural events, yoga sessions and self-defense workshops.

The College consistently upgrades its infrastructure and financial resources are allocated annually for infrastructure improvements. The library holds over 52,000 books, periodicals, and electronic resources. It occupies an area of 2542 square feet. Library is computerized using latest version of SLIM21 software. In 2020, the Library incorporated the digital collection module, dColl, and started adding digital content to the Online Public Access Catalog. All library functions, including acquisition, cataloging, circulation, and serials, are automated.

Wi-Fi access is available for academic and administrative tasks. The college has set up routers accessible to staff for academics. All computers in Admin Office, Accounts Rooms, Official Rooms, and IT Labs now have high-speed internet upto 50 MBPS. CCTV cameras monitor the entire college campus.

The college employs skilled staff and conducts regular inspections. The college has implemented policies for both ICT and infrastructure maintenance. These policies outline the responsibilities of staff and ensure that facilities remain updated and meet current standards.

Student Support and Progression

College provides various scholarships and incentives to the students for their performance and merit in academic, cultural, NSS, sports etc. In 2022-23, 64 students benefited from non-institutional scholarships and 70 students benefitted institutional scholarships.

The College organizes activities/programmes/sessions/seminars/workshops for students on a regular basis. The NSS and DLLE wing of the College is also actively involved in conducting programmes on mental health awareness, Yoga, AIDS Awareness etc.

The College has been conducting Coaching for competitive exams like CAT, NET/SET, IAS for the benefit of the students. Workshops such as CA as a rewarding career, How to crack the NET examination have helped the students greatly to crack such examinations.

The Following Committees have been formed :

1. Anti Ragging Committee
2. Employee Grievance and Redressal Committee
3. Internal Complaints Committee

The college has implemented a grievance redress policy in accordance with UGC and Mumbai University

directives.

The Student Grievance Redressal Form is available on the website and suggestion/Grievance Boxes are available on the campus. Total secrecy is assured to the students/employees.

The College has an active placement cell which aids in the placement of students. The year 2022-23 saw a huge jump in the number of student placed from 201 to 331.

The total number of students progressing to higher education also increased from 160 to 176 in 2022-23.

In 2022-23, a total of 16 students cleared examinations like CS/LLB.

The College showed a phenomenal performance on the sports front and the number of awards/medals won for Sports at university/state level increased to an all time high at 25 medals at 2022-23

A total of 72 students Participation in Sports and Cultural at university/state level in 2022-23

The college has a very active and vibrant alumni Association and it is one of the verticals of our Registered Parent Trust (HSNC BOARD). Our college alumni is registered and it has separate bank account for all financial transactions.

Most noteworthy achievement has been the release of the Coffee table book commemorating 60 years of MMK College.

This Coffee Table Book would serve as a useful reference for all stakeholders who are interested in the evolution of our college.

Governance, Leadership and Management

The college is governed by H(S)NC (The Hyderabad (Sind) National Collegiate Board) which is registered under Bombay Public Trust Act 1950. The college was set up in the year 1961 to cater needs of students and providing quality education without any preconditions.

The institution is a fully grant in Aid institution approved under 12(F) and 12(b) of UGC Act. It does not charge any form of donations from students for admissions. The active involvement of the management is visible from the review meetings of the CDC (College Development Committee) on regular basis where the areas of weakness are identified and scope for

improvements are suggested by the governing members. The vision and mission of the college has enabled the institution to make steady progress on academic front and create a niche for itself in the Commerce education. Steady growth of the institution is evident from new skill based SFC (Self Financing Course) being introduced by the college e.g. B. Voc Courses. To encourage and enhance research culture in Commerce, Economics and Accountancy Ph.D. research centers in Accountancy and Economics have been started in addition to already existing Commerce research center. The college also has envisioned to start Bachelor course in Information Technology BSC(IT) and become truly multidisciplinary institution offering quality education from UG to PG and beyond.

Principal of the college under directions from governing body undertakes the administrative directions of the

work and he is assisted by Vice-principals from Academics, Administrations and Student support, regular meetings and feedback from students and staff has helped torationalize the processes and quality systems in place

All teaching and non-teaching staff members are regarded as part of larger family and due attention is taken to improve their welfare. The democratic functioning has encouraged to foster creativity and critical thinking skills of our staff members. Autonomy and freedom are given to them to take decisions that will benefit the quality upgradation of teaching and learning process.

Institutional Values and Best Practices

Smt. M. M. K. College has made significant strides in promoting gender equity and celebrating national and international events over the past five years. Through various sensitization drives and gender-related curricular and co-curricular activities, it fosters gender equality and empowerment. The Women and Gender Development Cell has organized numerous events benefiting over 1000 female students, while ensuring safety, counseling, and dedicated facilities for women. Additionally, the institution actively observes key national and international days, promoting inclusivity and respect among students.

The Action Taken Report from Smt. MMK College underscores / outlines progress in implementing green campus initiatives, focusing on energy conservation, waste management, water conservation, and community engagement. Highlights include replacing CFL lights with LED lights for energy efficiency, providing single switches in classrooms for easy energy management, and implementing waste segregation with separate bins for dry, wet, and e-waste. Challenges such as space constraints and behavioral change are acknowledged, with plans for renewable energy expansion and ISO certification outlined for the college.

The campus prioritizes sustainability and inclusivity, with initiatives like LED lighting, waste segregation, and sustainable transportation. The campus boasts lush landscaping and protects old trees, while promoting sustainable transportation with restricted automobile access and the use of E-Vehicles by staff. Accessibility features such as ramps, wheelchair access, and English toilets cater to divyang students, with special support provided during examinations. These efforts reflect the institution's commitment to creating an environmentally conscious and inclusive learning environment.

Smt. MMK College's focus lies in fostering academic excellence through state-of-the art infrastructure and encourages excellence through co-curricular & extra-curricular activities such as Indian values of culture, compassion, and collaboration through extension activities. These initiatives extend beyond the classroom, promoting social responsibility and community engagement. From healthcare camps to awareness campaigns and collaborative initiatives, the college's extension activities enrich both students and the local community, embodying its commitment to holistic development and societal well-being.

Smt. MMK College fosters distinctive sports excellence, recognizing its pivotal role in holistic education. Through robust coaching programs, inclusive participation initiatives, and academic support, the college empowers students in sports. With state-of-the-art facilities and notable achievements at national and international levels, the college seeks enhanced resources to further elevate its sports legacy even addressing challenges like funding and space constraints.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SMT. MITHIBAI MOTIRAM KUNDNANI COLLEGE OF COMMERCE AND ECONOMICS
Address	Vidyasagar Principal K.M.Kundnani Bandra campus, Adv.Nari Gursahani Road, T.P.S. III, Off Linking Road, Bandra(W), Mumbai-400050
City	Mumbai
State	Maharashtra
Pin	400050
Website	https://www.mmk.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dr.CA Kishore S. Peshori	022-31663158	9324350028	-	principal@mmk.edu.in
IQAC / CIQA coordinator	Dr.Megha Somani	022-31613450	9820085430	-	megha.somani@mmk.edu.in

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Sindhi 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	30-07-2015	View Document		
12B of UGC	30-07-2015	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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	Vidyasagar Principal K.M.Kundnani Bandra campus, Adv.Nari Gursahani Road, T.P.S. III, Off Linking Road, Bandra(W), Mumbai-400050	Semi-urban	0.807	3266.12

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,B Com,	36	HSC	English	720	647
UG	BMS,B M S,	36	HSC	English	144	124
UG	BCom,B Com In Banking And Insurance,Banking and Insurance	36	HSC	English	60	48
UG	BCom,B Com In Accounting And Finance, Accounting and Finance	36	HSC	English	72	55
UG	BA,B A In Multimedia And Mass Communication ,Multimedia and Mass Communication	36	HSC	English	60	51
UG	BCom,B Com In Financial Markets,Financial Markets	36	HSC	English	60	37
UG	BVoc,B Voc In Accounts And Taxation,Accounts and Taxation	36	HSC	English	50	4
UG	BVoc,B Voc In E Commerce And Digital Marketing,E Commerce	36	HSC	English	50	19

	and Digital Marketing					
UG	BVoc,B Voc In Media Communication And Journalism,Media Communication and Journalism	36	HSC	English	50	1
UG	BVoc,B Voc In Wealth Management, Wealth Management	36	HSC	English	50	4
PG	MCom,M Com In Advanced Accountancy,Advanced Accountancy By papers	24	UG	English	95	92
Doctoral (Ph.D)	PhD or DPhil,Ph D Business Policy And Administration ,	36	PG	English	5	5
Doctoral (Ph.D)	PhD or DPhil,Ph D Accountancy ,	36	PG	English	8	4

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				0				20			
Recruited	1	0	0	1	0	0	0	0	9	8	0	17
Yet to Recruit	0				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				13			
Recruited	0	0	0	0	0	0	0	0	4	7	0	11
Yet to Recruit	0				0				2			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						39
Recruited	22		6		0	28
Yet to Recruit						11
Sanctioned by the Management/Society or Other Authorized Bodies						19
Recruited	11		8		0	19
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.	2	1	0	3	2	0	2	1	0	11
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	3	0	3	4	0	10
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	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	4	0	8
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	Others	Total
		53	46	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	505	11	2	0	518
	Female	464	8	0	0	472
	Others	0	0	0	0	0
PG	Male	36	0	0	0	36
	Female	56	0	0	0	56
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	2	0	0	0	2
	Female	7	0	0	0	7
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	4	8	15	17
	Female	11	15	20	4
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	1	0
	Others	0	0	0	0
OBC	Male	21	28	45	29
	Female	14	23	22	26
	Others	0	0	0	0
General	Male	398	260	227	252
	Female	312	280	311	292
	Others	0	0	0	0
Others	Male	274	307	229	198
	Female	224	296	267	235
	Others	0	0	0	0
Total		1258	1217	1137	1053

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Our College had submitted applications for autonomous status to the University of Mumbai and the UGC. In this regard, a Proposal was prepared and forwarded to UGC. The main goal was to launch interdisciplinary and transdisciplinary curricula that would align with the new NEP criteria. Our student population would also greatly benefit from this because they would have a greater range of employment options to choose from.
2. Academic bank of credits (ABC):	Since our college is affiliated to the University of Mumbai, implementing the Academic Bank of Credit for its institutions is being done by the University of Mumbai. Members of our IQAC took part in a range

	of NEP-sponsored lectures and initiatives to create awareness and benefits of Academic Bank Credits to the student's community.
3. Skill development:	The college conducts various certified/add-on courses which are aimed towards enhancing the skills and knowledge of students and eventually increasing their employability. The diverse programmes such National Service Scheme, and Department of Lifelong Learning and Extension give the students varied opportunities to undertake responsibilities. Value Education, Life Skills and College Women Development Cell support value-based education. Through the in-house Social Outreach Programme, the students were already engaged in community service. All these programs inculcate positivity among students and enhance development of humanistic ,ethical and several other human values. To develop the Constitutional and other human values the college celebrates a list of days like Independence Day, Republic day, Kargil day, Mental Health day and so on.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	English has been the primary language of education so far. However, as a large portion of our students are from vernacular medium, lecturers use Hindi to explain and simplify concepts to our students throughout their lectures. b) A certificate programme in Sindhi:- Students in the UG and PG programmes are encouraged to enrol in the college's Sindhi department to study the language and culture. We are a centre for the minority Sindhi language. Students and staff who are not Sindhis are encouraged to learn the language. Additionally, several literary and cultural events for Sindhis are conducted, in which a sizable number of non-Sindhi students take part. c) Both staff and students enthusiastically observe Marathi Bhasha Divas. d)In the subject of Foundation Course, students learn about Indian values and culture. e) Festivals like Guru Purnima, Diwali and Christmas are celebrated with great enthusiasm and fervour on the campus. f) Heritage walk and field trip to Kalaghoda fest was done to acquaint students with rich cultural and literary Indian heritage.They also visited Chatrpati Shivaji Maharaj Museum and learntt about Indian heritage.
5. Focus on Outcome based education (OBE):	All the courses and programmes that we offer in our college are outcome based . The outcome for every

	<p>programme and course is given in detail in Criterion two of this report. We believe in performance- and outcome-based learning. We aim to evaluate and analyse our work in order to assess the efficacy of teaching-learning. These are examined using a) Results b) Placements. c) The students' ascent to higher education d) Students participating in their family business and using their expertise to improve its effectiveness and efficiency. e) Results are analysed and the proper corrective steps are taken in response to frequent feedback from students, teachers, and employers. Alterations in teaching learning and curriculum based activities are brought about..The college is affiliated to the University of Mumbai and follow stated policies so the amount of changes that are made get limited.</p>
<p>6. Distance education/online education:</p>	<p>As an affiliated college, we must follow the directives of the University of Mumbai, and when the University directs its affiliated colleges to start conducting their own Open Distance Learning, the college shall begin the process in accordance with the University's specifications. The college encouraged students to enroll in Swayam and Coursera's online certificate courses. Students enrolled and completed these certificate courses offered by prestigious universities.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, ELC has been set up in the college.</p>
<p>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?</p>	<p>ELC club in college is functional and it undertakes many activities to create awareness about electoral literacy as most of our first-year students are first time voters. Some of the annual activities' college conducts activities such as Voter Awareness in Every Classroom, Voter Awareness Rally and Voter Registration drive for College students. The following are the members of Election Literacy Club. 1 Prof. Dr. CA. Kishore S. Peshori Principal 2 Mrs. Asha Bhat Vice-Principal 3 Mr. Sushant Damdoare Convenor 4 Mr. Satyprakash Pandey Member 5 Ms. Prajakta Paralkar Member 6 Ms. Kunjal Solanki Member 7 Ms. Mehak Gyani Member 8 Ms. Neha</p>

	Patel Student Member 9 Mr. Raj Shah Student Member
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.	ELC's have conducted initiatives like Voter Awareness in Every Classroom, Voter Awareness Rally and Voter Registration drive for College students.
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.	Voter Awareness Sessions and Voter Awareness Rally programmes were conducted under ELC.
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.	College has decided to enrol 100% of its students who are above 18 years under voter registration drive. Registration counter has been set up with banner for wide publicity for this programme. Class to class follow up has been conducted by college DLLE, NSS units.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3210	3391	3217	3051	2971
File Description		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: 28

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	25	27	26	28

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
233.26	132.44	122.25	140.22	106.22

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:

The Institution adopts the Curriculum which is designed by the University of Mumbai. It has devised a well-planned mechanism for effective curriculum delivery and implementation.

Planning of Curriculum:

At the beginning of the academic year, an Academic Calendar is prepared specifying the curricular and co-curricular activities following guidelines issued by IQAC. It considers the University schedule of the arrangement of terms, number of working days, examination dates, etc. Individual Department-wise meetings are called by the principal, whereby the workload of Individual faculty, subject allocation is discussed.

The Time table committee prepares Master time table for every course and individual faculty wise time table. Heads of the Department conduct meetings with their faculty, instruct them to prepare a detailed teaching plan for every subject based on the number of lectures allotted for completion of different modules. Faculty is regularly monitored to ensure effective completion of curriculum.

Faculty attends syllabus revision workshops, seminars conducted by the University and other colleges in order to understand syllabus enrichment, reinforce their knowledge of a particular subject. Some faculties contribute to design and development of curriculum at University level as members of the Board of Studies or other Academic bodies.

Faculty development programmes are conducted to train teachers in effective curriculum implementation. They attend orientation, refresher and short-term courses conducted from time to time. Teachers are involved in assessment process as paper setters, examiners and moderators at University level & College level.

Curriculum Delivery:

Academic calendar is uploaded in the college website for information of the students. Orientation programme is conducted for students at the beginning of academic year to discuss & inform about examination pattern, attendance, co-curricular and extra-curricular activities. Heads of the Departments holds periodic meetings to ensure that teaching plans are adhered to and syllabus is completed in time. Principal holds meeting with Departmental heads to ensure timely completion of syllabus. Extra lectures are scheduled wherever required for effective completion. Remedial lectures are conducted for weak students.

Guest lectures are organised in every course. Outside experts with Industry experience are invited to deliver lectures so as to help students in widening their exposure.

Seminars are conducted regularly for students whereby industry experts, outside faculty are invited to discuss contemporary issues. It also enables interaction with outside faculty.

Industrial visits and field visits are conducted to ensure that students have exposure to practical aspects of their curriculum. ICT enabled learning is facilitated with the availability of Infrastructure facilities such as overhead projectors, access to Wi-Fi for effective curriculum delivery. Standard reference books and e-resources are made available to the faculty and students through well-stocked library. Parent teacher meetings are held to ensure regular student attendance. Feedback on curriculum and its delivery is collected from stakeholders such as parents, faculty and students. Semester wise exams and internal exams are conducted through a well formulated timetable which is displayed in advance to the students.

Results are analysed and evaluated to understand accomplishment of teaching and learning outcomes.

File Description	Document
Upload 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: 30

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

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: 36.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
1822	2243	1117	457	165

File Description	Document
Upload supporting document	View 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:

The Institute's program stands at the intersection of intellectual brilliance and contemporary relevance, offering a unique blend that sets it apart. Embracing cross-cutting themes such as gender, human values, environment and sustainability, and professional ethics, our programs transcend disciplinary boundaries, fostering an environment that inspires students to feel included not only in their academic pursuits but also in their personal lives and social contributions.

Our curriculum design is meticulously crafted, incorporating courses that aim to sensitize students towards pressing issues such as the environment, sustainability, and inclusive development. Notably, courses like Environmental Science delve deep into the development of environmental consciousness among students, fostering a generation that is attuned to the challenges and responsibilities related to environmental stewardship.

The Department of Women & Gender Development organizes impactful seminars focusing on gender sensitization and the alignment of roles between genders. These sessions extend to addressing topics such as sexual harassment and gender discrimination, playing a pivotal role in instilling a more conscious and equitable approach in our students.

To provide a holistic understanding of the ecosystem and the impact of global warming, the Institute

organizes seminars on professional etiquettes. Complemented by activities from organizations like NSS, DLLE, and the Rotaract Club of MMK, these initiatives, including beach cleaning, water conservation, and street plays, cultivate environmental sensitivity, encouraging a community actively engaged in addressing global challenges.

Departments, including BMS, BBI, BAF, and BFM, host numerous seminars and workshops, equipping students with the necessary professional approach for their transition from campus to the corporate world. Sessions on soft skill training, workplace professionalism, and formal presentations develop a corporate mindset. Seminars shedding light on sustainability issues, such as the environmental impact of fast fashion brands, exemplify the Institute's commitment to holistic education.

Subjects like Business Ethics and Corporate Governance in BMS & BFM aim to instill professional ethics early in students' education. Beyond theoretical knowledge, practical projects, such as those in BAMMC exploring Media Laws & Ethics, offer invaluable insights into professionalism and ethical practices in advertising and journalism.

Ethics in Journalism seminars, like "Crime Beat," provide a platform for students to engage with professionals. Discussions on riots and news reporting emphasize the need for an objective approach, highlighting the broader impact and responsibility of mass media in preventing societal stereotyping.

The majority of subjects taught in each semester across all programs prioritize cross-cutting issues of ethics, fraud prevention, and the development of robust systems to assess unethical behavior. The recurrent theme of corporate governance ensures students are well-versed in ethical considerations extending beyond their immediate disciplines.

As the college progresses through the years, a consistent commitment to enhancing activities at both the curriculum and co-curriculum levels becomes evident. This strategic approach aims to cultivate academic excellence, professional acumen, and humanitarian principles in all students, molding well-rounded individuals ready to make meaningful contributions to society

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 84.58

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

Response: 2715

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

1.4 Feedback System

<p>1.4.1</p> <p><i>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</i></p> <p>Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p>	
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: 86.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
1091	1258	1217	1137	1053

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1424	1472	1476	1160	1160

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list as published by the HEI and endorsed by the competent authority	View Document
Final admission list as published by the HEI and endorsed by the competent authority	View Document
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	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: 82.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
429	505	528	377	475

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

2022-23	2021-22	2020-21	2019-20	2018-19
597	619	620	491	491

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 123.46

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:

The institute stands at the forefront of educational technology, leveraging advanced Information and Communication Technology (ICT) tools to create a dynamic and effective teaching-learning environment. With a commitment to providing students with cutting-edge resources, the institute employs a comprehensive Learning Management System (LMS) – MS TEAMS – for online lectures. This platform not only facilitates seamless online teaching but also encourages the use of various tools within the LMS to engage students actively and foster a genuine interest in learning.

A suite of ICT tools, including projectors, smart boards, desktops, laptops, LCD projectors, Google Classroom, and YouTube Live, is integrated into the teaching methodologies. These tools enhance classroom learning and are instrumental in conducting webinars. The conference rooms are equipped with state-of-the-art multimedia facilities, providing an immersive experience during seminars, workshops, and training sessions led by industry leaders and eminent speakers.

Experiential learning is a cornerstone of the institute's pedagogical approach. Research-related activities harness ICT tools for tasks such as identifying information sources through online portals, conducting primary and secondary data collection via online surveys and referencing available data. The collected information is efficiently managed and presented interactively through ICT during academic events such as Avishkar, the Annual Research Competition conducted by the University of Mumbai. The International Economics Convention, initiated by the parent body of the institute, the H(S)NC Board, offers students a valuable platform to showcase their skills.

Sessions on value education and social outreach programs, aimed at molding socially responsible citizens, are conducted online through MS TEAMS and Google Meet. The institute prioritizes hands-on learning experiences, including theoretical learning applied through visits to different corporations and industrial visits for students in specific fields. These visits provide opportunities to observe, collect data, and gain insights related to their subjects.

Student-centric learning is fostered through various methodologies such as project work, seminar presentations, assignments, debates, classroom discussions, and case study analysis. The students actively participate in conferences, seminars, and workshops, and are encouraged to register on online platforms like Coursera and Swayam for additional learning opportunities.

Participative learning is enhanced through the use of online assessment tools like Kahoot and quizzes. The institute offers a range of skill development programs and certified courses, most of which are ICT-based. These include courses on GST, Economics of International Trade and Business, Advanced Excel, Soft Skills, and Social Media Marketing. Online surveys, quizzes, and presentations play a crucial role in these courses.

The institute's commitment to digital resources is evident through its digital library and N-List membership, enabling students to access a wealth of information and enhance their learning experience. The Global Dialogue Foundation further contributes to participative and experiential learning, organizing programs focused on peace and harmony in a culturally and religiously diverse society.

In essence, the institute's embrace of advanced ICT tools and its commitment to experiential and participative learning create a vibrant educational ecosystem, preparing students for the challenges of an evolving and dynamic world.

File Description	Document
Upload 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: 78.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	34	34	33	33

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	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: 81.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	21	21	22	20

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

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:

The management of internal examinations at our institution is meticulously planned and communicated through the Academic calendar, ensuring students are well-informed. Adhering to the guidelines set by the University of Mumbai, the process of internal assessment is comprehensive and employs a graded metric encompassing various components.

Assessment is done according to a graded metric based on:

1. Two Semester end examination per programme
2. Assignments and projects

The assessment methodology incorporates two semester-end examinations per program, assignments, and projects. Additionally, the evaluation takes into account factors like field visits, report writing, seminar presentations, class participation, interaction, involvement in college activities, good conduct, and the demonstration of ethics and values. Emphasizing the importance of regular attendance, the college mandates a minimum 75% attendance per semester.

Internal assessment employs diverse methods, including quizzes, unit tests, open tests, assignments, viva-voce, and practical examinations. The transformative shift towards student-centric learning spaces has expanded the scope for successful curriculum transactions, enhancing the overall learning experience. Teachers actively engage as observers, offering personal feedback to students. For those facing challenges, counselling sessions and remedial lectures, often involving peer learning and evaluation, are conducted to ensure holistic student development.

External assessments follow the university pattern, with semester-end examinations where answer scripts are meticulously evaluated, and feedback is provided. The college upholds transparency in addressing internal examination grievances, maintaining a dedicated Cell for the fair and impartial treatment of all students. Any grievances, including those related to examinations, are resolved within a maximum of

five days upon receipt of a complaint.

The evaluation process at the college level begins promptly on the day of the test, allowing students to review their answer scripts and ensuring swift rectification of any discrepancies by teachers. This open and transparent system has resulted in an absence of examination-related grievances to date.

The institute has a well-defined mechanism and agility towards redressing any student grievances. The institute follows the University guidelines regarding to grievance redressal and any grievance raised by the student are closed within 7 days. The student can raise their grievances through the exam office cum department within a given timeframe and are resolved immediately.

In response to the challenges posed by the COVID-19 pandemic, assessment methods have undergone a significant transformation from traditional pen-and-paper exams to an online mode. Leveraging platforms like Ekalavya and Mastersoft software, the college conducts examinations for students with backlogs in the University.

Simultaneously, the University has developed its own software for the conduct of semester examinations. The institution actively addresses technical difficulties faced by students, validating and facilitating re-examinations for those impacted.

In conclusion, the institution's commitment to transparent, efficient, and student-centric examination processes, coupled with adaptability in the face of external challenges, underscores its dedication to providing a conducive learning environment for all students.

File Description	Document
Upload 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:

The communication of Program Outcomes (POs) and Course Outcomes (COs) to stakeholders is a cornerstone of our educational approach. These outcomes are made readily accessible to stakeholders through the Institute's website (www.mmk.edu.in), facilitating easy reference and transparency in our educational objectives.

Affiliated with the University of Mumbai, our college actively participates in the shaping of syllabi for various programs through the Board of Studies appointed by the University. This board, which includes some of our esteemed teachers, engages in the formulation and revision of syllabi, aligning them with the corresponding POs and COs. The collaboration ensures that our programs stay relevant and meet the high

standards set by the university.

Heads of Departments, along with faculty members, play a crucial role in familiarizing students with the features of their respective programs and the expected POs. Faculty members teaching various courses introduce students to the specific objectives of each course, creating a clear roadmap for their academic journey.

To enhance understanding during the challenging pandemic years, faculty members utilized the in-house MS TEAMS Learning Management System (LMS) platform to share comprehensive information, including Course Objectives, Outcomes, Syllabus, and YouTube Videos. This digital approach aimed to ensure continued engagement and clarity in the midst of unprecedented disruptions.

The significance of our educational objectives is reinforced by the faculty's commitment to explaining how question papers reflect Course Outcomes, measuring content knowledge, and elucidating the internal evaluation tools that assess the applicability of basic skills developed throughout the program.

All course outcomes prescribed by the University are meticulously designed to impart knowledge of basic concepts and modern trends, laying a solid foundation for advanced studies. The success of our POs is further evident in the number of students securing placements, reflecting the practical employability outcomes derived from our educational endeavors.

Quantitative assessments of COs are systematically conducted through the University Examination system, encompassing both internal and external components. This robust evaluation methodology ensures the comprehensive measurement of learning outcomes.

Continuous assessment mechanisms, including evaluations, assignments, and seminars, offer valuable insights for faculty, students, and parents to gauge learning outcomes effectively. Additionally, student learning outcomes are evaluated through various channels, such as student progression, feedback from students, tutorials, and mentoring. The semester results serve as a vital indicator in assessing the overall effectiveness of our educational programs.

In conclusion, our commitment to transparently communicating educational outcomes, aligning with university standards, leveraging technology for enhanced understanding, and employing comprehensive assessment mechanisms underscores our dedication to providing a holistic and impactful learning experience for our students.

File Description	Document
Upload Additional information	View 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:**

During the academic year, a variety of indicators are used to gauge the degree of achievement of the program and course outcomes. The learners' performance is monitored through the assessment of the Course Outcome (CO), Attainment, and Programme Outcome (PO). With CO-PO Attainment, students' abilities can be continuously improved.

Among the most important metrics for gauging achievement are:

End Semester University Examination: Being an affiliated college of University of Mumbai, the students of Smt.Mithibai Motiram Kundnani College of Commerce and Economics are required to take examinations as per the semester and pattern set by the university, through which the institution measures course outcomes based on the course attainment level fixed by the programme.

Internal Assessment: The students are given assignments which are designed in alignment with Programme Outcomes of the respective subject. Additionally, internal/class tests, quiz, viva etc. are conducted repeatedly in a semester to determine knowledge, ability, competence, problem solving ability, and analytical ability of students on a regular basis.

Result Analysis: At the end of each semester, result analysis of each course is carried out indicating the percentage of students falling in different categories of CGPA obtained. This is an effective indicator in order to evaluate the level of attainment of POs and COs as specified by the university.

Internships and Placements: Students are encouraged to take up internships, projects, etc. The Placement Cell of the college helps and provides ample opportunities for students to get placed in esteemed companies. This helps them to obtain necessary skills and practical experience in their chosen discipline.

Course Outcome attainment levels are set for all courses and based on internal and semester end term examination assessment. The CO attainment is defined at four target levels:

Level 1: 40% - 50%

Level 2: 51% - 60%

Level 3: 61% - 70%

Level 4: >70%

Academic Audits also evaluate the curriculum at regular intervals to assess the strength and weakness of the course content and relevance of learning outcomes. Students provide feedback regarding their entire college experience on an ongoing basis, which provides adequate data for analysing attainment.

File Description	Document
Upload Additional information	View Document

2.6.3**Pass percentage of Students during last five years (excluding backlog students)****Response:** 92.03**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
860	1042	1001	930	1030

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

2022-23	2021-22	2020-21	2019-20	2018-19
1063	1051	1100	1011	1059

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.17

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: 6.15

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)

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	1	.65	1.5

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:

The Institution has created an ecosystem for promoting Innovation, Indian Knowledge System and Research Culture through following activities.

Atmanirbhar MMK Udyog is a visionary attempt of the institution that aims at developing a strong database of alumni who are in to various entrepreneurial ventures. This was started off in 2020 by the MMK placement cell Prof. CA Kishore S. Peshori & Ms Sana Dhanani wherein a google form was circulated through various social media platforms, WhatsApp & networks in order to create a **database of students** who are currently involved in entrepreneurial activities. Some of our undergraduate students involved in business are:

A) Ms. Vidhi Kamra with brand name '*Angles Bake*'- Cakes

B) Mr. Aayush Kriplani with brand name '*Roaring Bullet Entertainment*'- *Digital Marketing*

C) Ms. Namrata Wadhwa with brand name '*The Namson Trunk*'- *Hand Crafted Items*

MMK entrepreneurship cell is a very futuristic plan that would be developed with more structured vision as we generate more & more database. The purpose would later get placed in the form of an incubation centre where ideas would not only be generated, they will take shape grow further & this would enable all students who envision a startup will be able to gain from the same.

It is extended further through *workshops/seminars* in which students learn about how entrepreneurs have led a business with its ups & downs.

Industry professionals are invited to orient the students by sharing their practical experiences on incubating new business ideas. Hands on training on Live Trading on Stock Exchanges, Photography sessions in Studios, etc are conducted to enable students to get real life experience in practical settings.

Field visit/work is part of curriculum in certain subjects and courses. Indian Knowledge System and Indian Ethos were incorporated in the New Education Policy in recognition of its sustainability and welfare orientation. In the *subject's syllabus such as Business Management, Foundation course and Mathematics*, ancient teachings were incorporated along with contemporary teachings such as Indian ethos & thoughts, value education with string focus on positive contribution to the society, Chanakya's principles of management, etc.

Some of our faculty members such as Prof. CA. Kishore S. Peshori, Dr. Mani Iyer, Prof. Shreekumar Menon, Dr. Sandeep R. Sahu and Dr. Satyaprakash Pandey are also involved in *innovation activities through filing of Patents*. This results in knowledge creation and enhancement of teaching learning activity.

Students are trained to take part in *research activities* through participation in International Economic Convention (IEC) in which number of colleges take participation. In the year 2022-23, students of our college competed and won '*First Prize*'. Students of M.Com & Ph.D have contributed research articles which are published *in-house Research Journal ACE* in order to inculcate research culture among students.

Collaborative learning is an important means for promoting innovation in higher education. College has entered into several *MOUs* with eminent institutions of advanced learning such as ICAI, Association of Chartered Accountants, Chartered Institute of Management Accountants with an objective to develop critical thinking and problem-solving skills among students.

File Description	Document
Upload 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: 52

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	9	7	17	1

File Description	Document
Upload supporting document	View 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: 2.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	16	24	11	6

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

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: 3.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	85	4	0	1

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	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:

The college has organized various social activities such as

Blood donation camp:

This activity is organized by the college every year in collaboration with the government hospital and every year we have been successful in contributing large units of blood.

Beach Clean up:

To have a good environment it is necessary to have an ecological balance and thus to attain the same our students do undertake initiatives such as beach clean up and they also create awareness

for the same in the society.

Vaccination drive:

The past 5 years also include the period of covid and thus the college had also arranged vaccination drives so that it becomes easier for the nearby resident and the staff of the college to get themselves vaccinated.

Teaching to underprivileged children:

The college had undertaken the Bandra educational and recreational project where NSS volunteers taught the under privileged children subjects like Maths, Hindi and Marathi. The volunteers also interacted with them on various topics such as water conservation, saving forests etc.

Residential camp:

The NSS program officer used to take NSS students for residential camps in selected villages for a few days where students used to make villagers aware about cleanliness, water conservation etc.

28th All Religion meet:

In this meet, the chief guest explained the importance of unity among all religions for the overall development of the society.

Awareness through street play:

The NSS students had also performed street play at various places on topics such as gender discrimination and AIDS awareness.

The Rotaract club and its initiative:

The Rotaract Club of our college also organized various programs such as Diabetes testing camp, Asha project in which they taught the underprivileged children and distributed books. Rotract Club and DLLE supported NSS when Blood donation camp was organized.

Benefit to the society:

Our society has a larger section of people which are underprivileged or belong to the weaker section, with such activities it leads to their development by educating them, creating awareness, sensitizing them towards the environment, uniting them and making them realize that humanity is above all religions. The other purpose of organizing such programmes is making the rural folk aware about the damage being caused by the different social evils.

Benefit to the students:

These programmes not only impact our society but it also makes our students more responsible and independent. The students learn how one can live with such limited resources and learn to

avoid wastage in their own life.

Thus, these activities benefit both the ways where the section for whom the program is organized is benefiting as well as the person who is organizing it.

The college has earned a great deal of goodwill and reputation due to these activities, which have benefited the community.

In this way, the college through NSS, DLLE and Rotract club managed these programs which led our students to become more responsible and disciplined towards society. It impacted the people of the society in many ways and led towards the betterment of the society.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

Awards are given as a token of appreciation or recognition so that the individuals or any institution gets motivated towards performing such activities.

Our college has been doing various outreach programs for the society and thus in some years these activities have been recognised and awarded by the government.

- 1. In the year 2018-19, our college collected 406 units of blood under blood donation drive and thus we received a certificate of recognition from Mahatma Gandhi Seva Mandir Blood bank.**
- 2. In the year 2019-20, our college collected 354 units of blood under blood donation drive and thus we received a certificate of recognition from J.J. Mahanagar government blood bank**

3. In the year 2022-23, we collected 202 units of blood and thus we received a certificate of recognition from BMC.

File Description	Document
Upload 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: 37

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	11	1	5	6

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	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: 21

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	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:

The college strives hard to provide the best infrastructure physical facilities for creating an effective teaching-learning process through extensive use of Information and Communication Technology (ICT).

TEACHING – LEARNING:The college has 25 classrooms which are enabled with projectors, screens, and audio facilities used regularly by the all faculty for efficiently conducting lectures. Each classroom is of adequate size and has enough lighting, air ventilation, and a good ambiance. All classrooms are ICT enabled with one smart classroom with interactive boards. All classrooms with Wi-Fi/LAN/LCD Projectors and college has two seminar halls-cum-classrooms with modern ICT facilities. The college has total of three IT labs with the first lab located on the ground floor, second lab located on the third floor and third lab located on 4th floor of neighbouring sister institution with a total 92 computers for conducting computer practicals and workshops for UG & PG students. Computer labs are enabled with a dedicated internet line using Fibre Optic cable. For teaching, learning, and research the college has an adequate number of laptops, desktops, smart boards, computers with WIFI facilities, modern IT labs with regular maintenance of all types of equipment undertaken as per the requirement.

ICT-ENABLED FACILTIES:

Smart classroom i.e. blended room is located on the first floor with all advanced modern equipment. It is used to conduct lectures using automated learning process. It has an interactive display board and is used for Hybrid learning. TeachUs mobile application is used for marking online attendance of students by the faculty members inside the classroom. It is also used for uploading of learning materials and also dissemination of information by uploading notices. It also helps in keeping a track on the syllabus completed by faculty members on real time basis. Mastersoft Software is being used by the college since covid-19 pandemic. The software being used for online admission process and also to provide MS-Teams official version has been used by all the faculty members for delivering lectures online. It was instrumental in online delivery of lectures during the pandemic. year at the famous Cooperage Ground. Regular yoga activities and self-defense workshops organized by NSS, DLLE and WDC are conducted on the college terrace. Camps and other activities are conducted regularly. All NSS activities are funded by College. The NSS room has Medical Kit which is used during emergencies.

CULTURAL AND SPORTS FACILTIES:

The college has adequate facilities for conducting curricular, co-curricular, and extracurricular activities and these facilities are also augmented regularly. The college conducts Cultural, Sports, Indoor & Outdoor games, Gymnasium, Seminar Halls, NSS, DLLE, Skill development, Yoga, Health, etc. Quadrangle within the premises is used for conducting small sporting as well as cultural events. The college has two dedicated seminar halls with a seating capacity of 125 students each. Seminar halls are equipped with audio-visual facilities and are used regularly for conducting several events, seminars as well as webinars. Annual athletic meets and major sports events are conducted by taking the nearby grounds on a rental basis.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 15.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
64.94	7.37	20.95	15.67	6.01

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

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:

The college has a distinguished library with an impressive collection exceeding 52,000 books, periodicals, and e-resources. It is established in 1961 and located on the third floor; it spans a total area of 2542 square feet (236.16 Sq. Mts.). It plays a pivotal role in meeting the information needs of both students and faculty. The library consistently grows with new additions each year and offers open access facilities for improved user accessibility.

Open from 7:30 am to 4:30 pm on all days except Sundays and public holidays, the library extends its services during exams, with ground-floor classrooms available until 11 pm for dedicated students. The reading room, equipped with 76 seats, is open to all bona-fide students, while a separate facility is provided for teaching staff.

The library is automated using SLIM21 library software, currently using version 4.0 since its automation in 2004 with SLIM++. In 2020, the library incorporated the digital collection module, dColl, enriching the OPAC with digital content. Library functions, including acquisition, cataloguing, circulation, and serials, are automated. The Library Online Catalogue (WEB OPAC) is accessible on the college website (www.mmk.edu.in), allowing users to explore the collection during operational hours. Important Open Educational Resources (OERs) links are integrated into the OPAC. The digital library has e-books, e-journals, previous question papers, newspaper clippings, Library e-bulletins, and college magazines. In an effort to provide comprehensive access to valuable academic content, the library has incorporated useful E-journals accessible through NLIST into the Library OPAC. This integration further enhances the range and depth of resources available to our users.

Incoming students receive a comprehensive library orientation at the academic year's commencement, facilitating optimal utilization of resources. Practical training on using the OPAC and online resources is provided to faculty and students as needed. Clear instructions are displayed to assist users in searching the OPAC and other materials. New arrivals are prominently displayed on display boxes and the OPAC home page. A current awareness service is provided through regular emails and WhatsApp updates. In commemoration of significant events, themed book displays and virtual bookshelves with videos and e-books are created and shared with library users. Library cards facilitate home lending, utilizing barcodes on books and membership cards. Daily statistics on library usage are meticulously recorded. Computer, internet, and reprographic facilities are available to users. The library offers a Book Bank facility for needy students. A Best Reader Award is presented to encourage reading habits among students annually. A Library E-bulletin is published biannually to inform users about ongoing library activities. The college library annually organizes an in-house book exhibition, promoting awareness of the library's diverse holdings. Requests for specific materials can be made by department heads, faculty, and students. Kindle readers are available for reading e-books. The Library Committee convenes biannually to monitor the library's general development. A recent Library audit, conducted on March 29, 2022, covered the period from 2017 to 2022, ensuring ongoing improvement and adherence to best practices.

File Description	Document
Upload 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:

MMK College boasts a technologically advanced and Wi-Fi-enabled campus, fostering seamless connectivity for a myriad of academic and administrative activities. The institution provides academic and administrative staff with access to the official MMK Wi-Fi facility, supported by both a primary line (Wincable) and a backup line (Jio Fiber). Cutting-edge IT provisions are integrated into all classrooms, seminar halls, and offices, ensuring a conducive environment for educational endeavors.

In addition to the college's official Wi-Fi, students, faculty, and staff benefit from complimentary Wi-Fi services provided by Vodafone and Jio. Access is granted upon registration, allowing users to enjoy free Wi-Fi up to a specified limit. This comprehensive approach ensures that everyone within the college community has easy access to digital resources.

The computer infrastructure at MMK College comprises two air-conditioned computer labs with 54 computers each, along with a third lab featuring 25 computers situated in the adjacent building of our sister institution, TSEC. These labs are equipped with state-of-the-art ICT facilities and are integral to teaching, learning, and research activities. Furthermore, the library and Research Centre house computers with the latest technology, enhancing the academic experience for both faculty and students.

A robust internet connection of 50 MBPS is seamlessly integrated into all computers across the campus. However, administrative offices, including Administrative, Accounts, Official Rooms, and IT Labs, enjoy an upgraded speed of 100 MBPS. In situations demanding urgency, the college can request an increase in internet speed from the service provider, Wincable. This proactive approach ensures that the digital infrastructure aligns with the dynamic needs of the academic environment.

To enhance security, the campus is equipped with CCTV and Biometric Systems, contributing to a safe and secure learning environment. These facilities undergo regular upgrades at specified intervals and as needed, ensuring the continual improvement of security measures.

The institution prioritizes the regular updating of both software and hardware equipment. This involves the procurement of licensed software and genuine equipment, aligning with specific academic requirements. This commitment to technological advancement not only enhances the working experience for both staff and students but also underscores the institution's dedication to staying at the forefront of educational technology.

In conclusion, MMK College's comprehensive technological infrastructure, from Wi-Fi connectivity to computer labs and security systems, reflects its commitment to providing a cutting-edge learning environment. The continual upgrades and proactive measures underscore the institution's dedication to meeting the evolving needs of education in the digital age.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 26.31

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

Response: 122

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	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: 20.18

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)

2022-23	2021-22	2020-21	2019-20	2018-19
93.76	18.08	19.83	8.87	7.69

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

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: 12.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
134	184	1416	129	124

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format	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

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: 24.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
1357	1321	177	488	537

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
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	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: 37.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
519	370	345	296	277

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

2022-23	2021-22	2020-21	2019-20	2018-19
860	1042	1001	930	1030

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View 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

5.2.2

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

Response: 4.72

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.)

2022-23	2021-22	2020-21	2019-20	2018-19
52	47	12	14	12

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

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: 34

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	1	1	4	17

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	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: 17.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	11	3	20	23

File Description	Document
Upload supporting document	View 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:

Smt. M.M.K. College of Commerce and Economics (MMK) has cultivated enduring and robust alumni relations, proving instrumental in propelling marketing success and strategic growth. The college's active and vibrant alumni association, a key vertical of the Registered Parent Trust (HSNC BOARD), operates with distinct financial autonomy, possessing a dedicated bank account for all transactions.

The Alumni Committee consistently orchestrates impactful programs, meets, and workshops designed to benefit both current staff and students. Even in the face of the challenging COVID-19 pandemic, the Alumni Association demonstrated resilience by pivoting to an online platform. The "Masti ki Paathshaala" program, conducted on Zoom in September 2020, provided a three-hour extravaganza of singing, elocution, and speeches. This virtual event not only provided a breath of fresh air during harsh times but also garnered enthusiastic requests from alumni for more such programs. The event was live-streamed on the college's YouTube channel, reaching a broader audience.

MMK College takes pride in its distinguished alumni, including luminaries such as Baba Siddique, Zeeshan Siddiqui, Perizaad Zorabian, Mohit Suri, Deanne Rodrigues, Simran Bijlani, Diya Bhatia, and Jagdeep Bhiwandkar, among others. Recognizing the importance of alumni engagement beyond conventional methods, the college adopted the web-based portal "Six Ladders." This portal serves as a platform for networking and professional development, enabling alumni to maintain active connections with the institution.

The Six Ladders initiative goes beyond a traditional placement platform, allowing continuous networking and support throughout the alumni's careers. All MMK students are registered on the portal annually, with profiles retained post-graduation, ensuring a lifelong connection with the institution. Job opportunities are regularly posted on the portal, providing both current students and alumni access to potential career paths. This innovative approach emphasizes that the college's commitment to placement and support extends far beyond graduation, offering sustained assistance throughout their professional journeys.

In celebration of its Diamond Jubilee, MMK College released a Coffee Table Book, a significant milestone encapsulating 60 years of its remarkable journey. Conceived by Principal Dr. CA Kishore Peshori and meticulously crafted by a dedicated team of faculty and students, the book is divided into seven sections, each symbolizing the winds of change the college has weathered. Released on April 30, 2022, by MP Mr. Sanjay Lalwani, the occasion marked not only the book's launch but also the felicitation of 60 distinguished alumni from diverse fields. This event was a testament to the college's enduring legacy and a momentous evening etched in the memories of all involved.

In essence, MMK College's approach to alumni engagement transcends conventional boundaries, leveraging digital platforms, and fostering a sense of lifelong connection. The alumni association's resilience, the adoption of Six Ladders, and the Coffee Table Book exemplify the college's commitment to nurturing enduring relationships and celebrating its journey over six decades.

File Description	Document
Upload 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:

Smt. M.M.K. College of Commerce and Economics is guided by a clear and robust vision and mission statement that permeates all aspects of its academic and administrative functioning. This strategic roadmap outlines the institution's commitment to delivering quality outcomes in every academic endeavour.

At the core of the college's vision is an unwavering commitment to enhancing the quality of education and infrastructure provided to students. The ultimate goal is to be recognized as a leading UG to Ph.D. education provider. Achieving this ambition is underpinned by a dynamic team of staff members dedicated to continuous knowledge and skill upgrading.

Regular progress reviews are integral to the college's management practices. Meetings with stakeholders and College Development Committee (CDC) sessions ensure a comprehensive review of strategies, enabling the institution to adeptly navigate challenges on both academic and managerial fronts. The management is committed to taking adequate measures to realign efforts when deviations from set targets are identified.

The institution's proactive approach extends to forging MOU's with various agencies to provide skill education to students at minimal cost. This commitment to skill development aligns with the evolving landscape of education, ensuring students are equipped for the demands of the future.

In anticipation of the upcoming education policy changes at the postgraduate level from the academic year 2022-23, the faculty is actively engaged in assisting the University in designing certificate courses for PG students. This proactive stance showcases the institution's readiness to adapt and enhance foundational and cognitive capacities for all learners.

Value education is a cornerstone of the college's approach, facilitated through National Service Scheme (NSS) and Directorate of Lifelong Learning & Extension (DLLE) initiatives. The emphasis on human rights, sustainable development, global well-being, and overall sensitivity is embedded in the educational fabric provided to students.

Participation is a key theme at the institution, extending from decision-making processes to committee involvement. Every faculty member actively contributes to smooth administration and management of various academic and non-academic activities. A regular mentoring system ensures maximum class participation, and parents are kept informed through regular updates and meetings.

The college's commitment to community outreach ensures that the benefits of social outreach programs conducted by NSS and DLLE extend beyond the campus boundaries, positively impacting the larger community.

The Research Cell plays a pivotal role in encouraging and sharpening the creativity and curiosity of students. The impressive number of Ph.D. faculty and research scholars stands as a testament to the institution's commitment to fostering a culture of research and inquiry.

Operating within the framework of Perspective Plan, statutes, ordinances, and regulations set by the University and the Government of Maharashtra, various bodies such as CDC, Internal Quality Assurance Cell (IGC), Placement Cell, among others, ensure effective implementation. Regular feedback mechanisms are in place, ensuring participative management involving all stakeholders.

1. In essence, Smt. M.M.K. College of Commerce and Economics stands as a beacon of academic excellence and adaptability, guided by a clear vision and mission that reflects its commitment to quality education, community engagement, and continual improvement.

File Description	Document
Upload 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:

As a constituent college of Mumbai University, our institution aligns rigorously with the statutes and regulations stipulated by the University and the Government of Maharashtra. Adhering to the academic guidelines set forth by the University Grants Commission (UGC), our commitment is anchored in providing quality, affordable, and value-based education.

The institution's visionary statement underscores this commitment, driving a mission to address educational shortcomings and offer a holistic learning experience which is core to our Perspective plan

To facilitate this mission, several committees play pivotal roles, ensuring comprehensive oversight and strategic planning:

College Development Committee: This committee serves as a strategic think tank, actively engaging in detailed brainstorming sessions to identify and address priority issues.

Examination Committee: Tasked with ensuring the integrity and effectiveness of our examination processes, this committee plays a crucial role in maintaining academic standards.

Research Cell: Committed to fostering a research-oriented environment, the Research Cell encourages intellectual growth by offering Doctoral programs in Commerce and Accountancy, motivating PG students to embark on research journeys and publish papers in our peer-reviewed journal, 'ACE.'

Women Development Committee: Upholding the institution's commitment to moral values, this committee focuses on instilling ethical principles and the importance of moral values in students.

Internal Quality Assurance Cell (IQAC): As the apex body, the IQAC is at the forefront of planning and monitoring academic quality and improvement measures, ensuring that the institution continually evolves to meet the highest standards.

Unfair Means Inquiry Committee: Tasked with maintaining academic integrity, this committee investigates and addresses any instances of unfair means during examinations.

Anti-Ragging Committee: Committed to providing a safe and inclusive environment, this committee actively works to prevent and address any incidents of ragging.

These committees function within their defined scopes and maintain meticulous records, contributing to the overall effectiveness of the institution.

Our core values serve as a guiding force, shaping the institution's identity and fostering a conducive learning environment:

Academic Excellence: Positioned as frontrunners in shaping students' careers, we prioritize quality academic practices to ensure their success.

Moral Values: We believe in imparting education aligned with sound moral values and ethics, emphasizing their importance in shaping responsible citizens.

Research Orientation: Fostering creativity and intellectual growth, our Research Cell encourages students to engage in research journeys, offering Doctoral programs and promoting the publication of research papers.

Social Orientation: Recognizing the importance of social engagement, our NSS and DLLE units organize value-based programs, fostering students' social quotient and overall development.

Personality Development: Through active involvement in sports events, facilitated by our sports committee, students achieve laurels in national and regional competitions, contributing to their holistic personality development.

The vibrancy and improved perception of the college among stakeholders stand as testament to our ongoing commitment to positive change and growth.

As we commit ourselves to becoming a benchmark in academic excellence, the collaborative efforts of staff, students, and management in alignment with the perspective plan plays pivotal roles in

achieving our vision.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	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
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	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:

The College places a high value on the dedicated efforts and contributions of its staff, recognizing their pivotal role in securing two consecutive A grades for the institution. The unwavering support of both teaching and non-teaching staff members has been instrumental in achieving meritorious performance, a feat acknowledged through various means of appreciation and incentives.

The institution actively promotes a culture of recognizing and rewarding excellence among staff. Meritorious performance is acknowledged through appreciation letters and financial incentives, including reimbursement of expenses incurred for presenting and publishing research papers. This approach not only encourages a spirit of excellence but also fosters a continuous pursuit of knowledge enhancement and growth among staff members.

An integral part of the performance management system is the annual self-appraisal process for employees. This self-assessment enables staff to reflect on their strengths and areas for improvement. Guidance from heads of departments and the principal forms a crucial aspect of this process, ensuring that identified weaknesses are addressed and improvements are actively pursued.

The college places great importance on student feedback as a component of the performance management system. Faculty members undergo assessment every calendar year, and performance incentives are provided based on these assessments, taking into account administrative responsibilities such as Vice-Principal or Committee In-Charge roles.

Non-teaching staff members undergo a comprehensive annual assessment based on parameters crucial for the college's functioning. The results of these assessments are then utilized to identify training requirements, ensuring continuous skill development and improvement.

The welfare of staff members is a cornerstone of the institution's success. The college provides various welfare facilities to enhance the efficiency and effectiveness of staff. Financial incentives, routine medical checkups, and special leave provisions contribute to a robust welfare system. The college stands by its commitment to prioritizing the well-being of its human capital, regardless of timely receipt of government salary grants.

Welfare measures for staff include:

Group Insurance Scheme: Providing financial security for staff.

Provision for Different Types of Leaves: Ensuring a healthy work-life balance.

Fees Concessions for Wards of Staff: Supporting the education of staff members' children.

Loan Facility Through Institutional Cooperative Bank or Recommendation for Loan of Other Banks: Facilitating financial assistance when needed.

Health Center and Tie-Up with Nearby Hospital for Medical Emergencies: Ensuring immediate access to healthcare.

College Uniform for Non-Teaching Staff: Fostering a sense of identity and belonging.

Felicitation of Staff on Meritorious Achievements: Recognizing and celebrating staff accomplishments.

Mediclaime Facility and Reimbursement for Attending Workshops and Conferences: Supporting health needs and professional development.

Digital Library and Reading Room for Staff: Providing access to educational resources.

Two-Wheeler Parking Within Premises: Ensuring convenience for commuting staff.

Canteen Facility, R.O Drinking Water Facilities, Lunch Room with Changing Facility for Non-Teaching Staff: Enhancing the overall working environment.

By prioritizing the welfare of its staff, the college not only creates a conducive work environment but also fosters a culture of mutual support and continuous growth. This approach contributes significantly to the sustained success and positive reputation of the institution.

File Description	Document
Upload 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: 62.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	23	27	4	3

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
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	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: 16.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	20	12	10	6

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

2022-23	2021-22	2020-21	2019-20	2018-19
47	47	47	47	47

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
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	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:

The institution has successfully streamlined the collection and utilization of funds for both academic and

non-academic activities, ensuring optimal use of available resources. The primary source of funds includes the grant in aid received from the Government of Maharashtra, specifically allocated for the payment of salaries.

Government funding constitutes a significant portion of the financial inflow, primarily designated for the following purposes:

1. Payment of Salaries:

- Allocation for teaching and non-teaching faculty.
- Salary disbursement for faculty in Self Finance Courses (SFC).
- Payment to administrative and supportive staff appointed by the management.

2. Infrastructure and Resources:

- Purchase of essential equipment and furniture.
- Acquisition of sports equipment.
- Investment in computer hardware and software.
- Scholarships awarded to meritorious students.

3. Professional Development:

- Financial assistance to facilitate participation in national and international seminars, workshops, and training programs.
- Scholarships provided to the wards of faculty members, promoting educational support within the institution.

4. Technology and Library Enhancement:

- Development and maintenance of ICT (Information and Communication Technology) resources.
- Upkeep of computers, printers, and other ICT devices.
- Maintenance of the Library Management Software (LMS).
- Additions to library resources for academic enrichment.

The institution adheres to a stringent financial audit process, conducted annually and at the end of each financial year. The audit is carried out by agencies appointed by the managerial body of the college, namely the HSN(C) board. The audit process encompasses:

1. Statutory Audit:

- Conducted by the Joint Director of Education.
- Ensures compliance with government rules and regulations.
- Regular review and test checks of various financial statements and records.

2. Physical Verification:

- Includes verification of cash and stock at the institutional level.
- Ensures accuracy and accountability in financial transactions.

The audit agency provides valuable insights and recommendations for potential improvements in the financial system, contributing to a culture of transparency and accountability. This robust financial management system ensures that funds are allocated efficiently, aligning with the institution's mission and vision.

As an outcome of these financial practices, the institution maintains financial stability, supports professional development opportunities, enhances academic infrastructure, and fosters a conducive environment for both faculty and students. The careful utilization of funds underscores the institution's commitment to delivering quality education and promoting overall institutional growth.

File Description	Document
Upload 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:

The institution, renowned for its commitment to quality education, has garnered consistent 'A' grade certifications from NAAC during the second and third cycles. At the heart of this commitment lies the Institutional Quality Assurance Cell (IQAC), a dynamic body with representation from senior faculty and external stakeholders. The IQAC serves a pivotal role in upholding and advancing quality standards within the institution, fostering a culture of excellence. The outcomes of its strategic initiatives are apparent as the college has evolved from a traditional undergraduate education provider to offering Doctoral Programs in Commerce, Accountancy, and Economics.

One of the noteworthy contributions of the IQAC is its focus on a learner-centric approach. This involves encouraging faculty members to adopt digital mediums for effective communication with students. Platforms like Microsoft Teams were seamlessly integrated during the pandemic to conduct online lectures, ensuring continuity in education. The implementation of the Teach Us app further digitizes the attendance monitoring system, allowing students to track their attendance independently.

Regular feedback from students is actively solicited through the college website. This feedback mechanism serves as a valuable source of insights, guiding the institution towards continuous

improvement and future enhancements. The development of the Annual Quality Assurance Report (AQAR) is a testament to the IQAC's commitment to transparency, aligning with parameters set by various quality assurance bodies. Additionally, the institution actively participates in the National Institutional Ranking Framework (NIRF) rankings, underscoring its dedication to benchmarking against national standards.

To promote a culture of research and academic excellence, the IQAC encourages faculty members to undertake research projects funded by state or central governments. Many faculty members have successfully completed their Doctoral programs and are now actively guiding aspiring students through their doctoral studies. Continuous professional development is emphasized, with faculty members encouraged to attend Refresher and Orientation programs, facilitating timely promotions under the Career Advancement Schemes (CAS).

In line with the rapidly changing educational landscape, the institution leverages Massive Open Online Courses (MOOCs) to provide cost-effective opportunities for students to access diverse knowledge across literature, sciences, and more. Furthermore, students are actively encouraged to participate in internship programs, bridging the gap between academia and industry and contributing to successful placements in various companies. Seminars and workshops held regularly at the college exemplify the commitment to overall enhancement in quality standards.

These initiatives, driven by the IQAC, reflect a forward-thinking approach that not only ensures the institution's current academic prowess but also lays the foundation for future growth and innovation. The institution's journey from traditional education to doctoral programs is a testament to the effectiveness of the IQAC's strategic planning and implementation.

File Description	Document
Upload 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
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	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:

Gender equality is not merely a fundamental human right; it serves as a cornerstone for building a sustainable and inclusive world. Within this context, the college is unwaveringly committed to fostering gender equity through a range of sensitization initiatives. Recognizing the importance of instilling awareness about social, environmental, and cultural diversities, the institution actively engages in celebrating national and international events and days, creating an atmosphere conducive to fostering understanding and equality.

Commitment to Gender Equity: The institution places gender equity at the forefront of its principles and operations, emphasizing the need for equality in both curricular and co-curricular spheres. This commitment manifests in various activities and initiatives aimed at creating a holistic understanding of gender-related issues and promoting a culture of respect and inclusivity.

Gender Sensitization in Curricular Activities: The institution integrates gender sensitization into its academic fabric, offering courses such as the Foundation Course that specifically address crucial gender-related concerns. In classes like FYBCOM and SYBCOM, dedicated sessions focus on exploring violations of women's rights and their constitutional and legal safeguards. The curricula cover a spectrum of gender-related issues, including equity, domestic violence, discrimination in the workplace, violence against women, and women empowerment.

A notable aspect is the involvement of women who serve as real-life examples of empowerment. The institution recognizes the significance of representation, and as such, women occupy diverse roles across administrative and academic spheres. From the Vice-Principal to staff and student coordinators of various clubs, cells, committees, and the student council head, women contribute significantly to the college's leadership and decision-making processes.

Sensitization Drives and Impactful Events: The Women and Gender Development Committee (WGDC) has been a driving force behind numerous sensitization events. Over the past five years, the WGDC has organized more than 20 events, attracting participation from over 1000 female students. These events serve as platforms for dialogue, education, and empowerment, contributing to the overall sensitization of the student community.

Outcome of Gender Sensitization Initiatives:

1. Increased Awareness: The concerted efforts in gender sensitization have led to an increased

awareness among students about the nuances of gender-related issues, fostering empathy and understanding.

2. **Empowerment:** The active participation of women in various leadership roles demonstrates a tangible outcome of empowerment. Students witness firsthand the impact of breaking traditional gender norms.
3. **Inclusive Environment:** The curricular emphasis on gender-related topics ensures that students graduate with a broader understanding of equity and inclusivity, fostering a more tolerant and supportive environment.
4. **Community Engagement:** Through events, discussions, and seminars, the college actively engages with the larger community, extending the impact of gender sensitization beyond the campus boundaries.

In conclusion, the college's commitment to gender equity is not just a symbolic gesture but a comprehensive approach embedded in its educational fabric. By addressing gender-related issues through both curricular and co-curricular avenues, the institution is shaping a generation of students equipped with the knowledge, empathy, and skills necessary to contribute to a more gender-equitable and sustainable world.

File Description	Document
Upload 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

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
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (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:

MMK College is dedicated to cultivating an inclusive platform that empowers students from diverse backgrounds, aligning with the principles of the Indian Constitution that champion democratic ideals. Grounded in the national spirit, the institution strives to foster a community of responsible citizens who internalize democratic values, rights, duties, and responsibilities. The outcomes of this commitment are evident in various aspects of administrative, academic, and non-academic activities.

Inclusive Practices in Administrative and Academic Activities:

1. **Admissions:** The college adheres to the mandates of the affiliating university, ensuring inclusivity by admitting students from various backgrounds, including SC, ST, differently-abled, minority, and OBC communities. Seats are reserved for different quotas, and the institution provides scholarships and free ships, along with facilities for differently-abled students.
2. **Racial, Cultural, Social, and Linguistic Inclusion:** The institution actively promotes inclusion through various channels, such as Women Cell activities, Students' Council programs, Cultural Day celebrations, and the installation of Ethnic Cuisine Stalls. Facilities like ramps, lifts, and disabled-friendly toilets contribute to a more inclusive environment.

Democratic Values Ensured Through:

1. **Representation:** The college ensures democratic representation of both staff and students in all statutory and non-statutory bodies, promoting participative governance and functional autonomy.
2. **Elections:** The Students' Council elections are conducted in a parliamentary mode, fostering a democratic culture among students. Effective feedback mechanisms contribute to continuous improvement.

Administrative, Academic, and Non-Academic Activities:

1. **Participative Governance:** The institution promotes participative governance, providing functional autonomy to all bodies, from the Governing Body to the Students' Council.
2. **Academic Integration:** Environmental sustainability and human rights are integrated into the curriculum, with topics such as energy audits, nature clubs, MOOCs, and environmental sensitization. Initiatives like LED lamps installation, waste management, and climate change awareness further contribute to holistic learning.
3. **Human Rights Awareness:** Various activities, including the observance of Human Rights Day, Constitution Day, and Gandhi Jayanti, along with webinars on human rights, health, and nutrition, foster awareness on fundamental values.
4. **Inculcating Human Values and Responsibilities:** The institution engages in practices like value education, mentoring, counseling, social ventures, cleaning drives, visits to orphanages and age-old homes, awareness videos, anti-drug campaigns, career guidance programs, and sessions on the code of conduct.

In conclusion, the commitment to inclusivity and democratic values is reflected in the active participation of all teaching and non-teaching staff members in outreach programs conducted by various clubs and cells. These initiatives collectively contribute to nurturing responsible citizens who are not only academically proficient but also socially conscious and empathetic, thereby shaping a well-rounded educational experience at MMK College

File Description	Document
Upload 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:

Practice 1

Academic Excellence through continuous State-of-the-Art Infrastructural Development

Objectives: MMK College is committed to fostering skill-based education and preparing students for the challenges of the modern world. This commitment centers on providing top-notch infrastructure and implementing best practices in education.

Context: Acknowledging the importance of technology in education, MMK College invests in state-of-the-art e-classrooms equipped with digital tools, interactive whiteboards, and high-speed internet. The institution values global education, evident in initiatives such as the Accountancy Museum, which offers students a firsthand experience of the history and evolution of global accountancy practices.

Practice: The college provides state-of-the-art facilities to students. Interactive boards, OHPs, Chalk & white board facilities, updated computer labs are some of the facilities provided to all students. The College emphasizes a cohesive teaching team, encouraging continuous professional development among faculty members. The institution values its non-teaching staff, ensuring their empowerment and professional growth for a positive work environment.

State-of-the-Art E-Classrooms: We understand the importance of technology in education. Our investment in cutting-edge e-classrooms equipped with digital tools, interactive whiteboards, Smart TV, blended room, digital podium and media room and high-speed internet creates a dynamic learning environment. Students access updated educational resources, engage in collaborative online discussions, and benefit from multimedia presentations, equipping them with essential digital skills.

Academic Support & Library Resources: To support academic endeavors, MMK College provides extensive library resources, including books, journals, e-books, digital databases, research materials that empower both students and faculty. All this enables to enhance the college Research Center and Research Cell.

Training and Development: Continuous professional development is a priority for the faculty. The institution incentivizes skill enhancement through time-bound promotions based on merit through the use of state-of-the-art infrastructure

Accountancy Museum: Our unique Accountancy Museum reflects our dedication to global education. It offers students a firsthand experience of the history and evolution of accountancy practices worldwide. This inspirational hub sets us apart from other institutions and has inspired similar initiatives elsewhere, promoting global education.

Cohesive Teaching Tools and Infrastructure: Our faculty is encouraged to engage in continuous professional development, leading to number of enriched faculty members. Office, conference room, computers, etc., enable faculty members to work in a cohesive manner. Time-bound promotions based on merit incentivize faculty to enhance their skills, ensuring students receive the most up-to-date education.

Non-Teaching Staff Support: Our non-teaching staff plays a vital role in the efficient functioning of the institution. We ensure their value, empowerment, and professional growth, creating a positive work environment and enhancing student well-being. Nonteaching recreation room, lunch room including pantry ensures staff welfare.

Cashless Transactions & Digital Administration Infrastructure: We have embraced cashless transactions across campus, promoting transparency and convenience. Digital Infrastructure through Microsoft ERP and Digital payment systems streamline financial processes for students and parents, contributing to a secure and efficient financial environment. The examination and admission related form filling is done online.

Environment friendly initiatives: Adequate lighting, ventilation, temperature control are essential for creating a comfortable, conducive learning environment. We have ensured LED lighting in every classroom as well as air conditioning in a number of classrooms to ensure an environment that is encouraging of learning. We also have solar panels installed whereby we are able to ensure green lighting in the library.

Classroom accessibility: Classrooms are accessible to the differently abled. For e.g., ground floor classrooms are allotted to differently abled students and students facing learning disabilities to make it more convenient and easily accessible for students.

Evidence of Success: MMK College demonstrated exceptional resilience during the COVID-19 pandemic, maintaining academic schedules without staff resistance. The institution's adaptability ensured uninterrupted student learning during difficult times.

Programs at MMK: The college has a number of courses apart from Bachelor of Commerce. The courses offered are as follows:

Bachelor of Management Studies (BMS)

Bachelor of Accounting and Finance (BAF)

Bachelor of Financial Markets (BFM)

Bachelor of Banking and Insurance (BBI)

Bachelor of Arts in Multimedia and Mass Communication (BAMMC)

Bachelor in Vocational Courses (BVoc)

Master of Commerce (M.Com)

The college alumni play an important role as ambassadors and contributors to the institution's legacy and ongoing success. Alumni play a significant role in fostering a sense of community, supporting current students, and contributing to the overall growth and development of the college.

They have been a source of inspiration to a number of students. An illustrious alumnus truly represents the College and its impact on its students. Our alumni include:

SrNo	Names	Position Held
1	ACADEMICS	
	Dr. A. C. Vanjani	Ex- Principal, MMK College
	Prof. S. D. Manghani	Ex-Prof., MMK College
	Prof. Amar Oswal	Ex-Vice Principal, MMK College
	Prof. Roma Wagh	Vice Principal, MMK College

	Prof. Lakshmi Iyer	Associate Professor, R.D. National College
	Dr. Harvind Bhasin	Director of Management Studies, Lala Lajpatrai Institute
	Ms. Vandana Lulla	Director, Poddar Schools
	Mr Hitesh Motwani	North Storm Academy
	Ms Sana Dhanani	Faculty, MMK College
	Ms Afsha Kirkire	Faculty, MMK College
2	BUSINESS & INDUSTRY	
	Mr. Jagdish Malukani	Entrepreneur, Electrical Industry
	Mr. Samir Kadam	Entrepreneur, Hospitality
	Mr. Vivek Mohanani	Entrepreneur, Builders
	Mr. Kamal Khushlani	Entrepreneur, Fashion Retail
3	POLITICS	
	Mr. Baba Siddique	Ex- MLA & Ex- Minister
	Ms. Priya Dutt	Ex – MP
	Dr. Kirit Somaiya	Ex- MP
	Mr.Suresh Shetty	Ex- MLA
	Mr. Zeeshan Siddique	MLA
4	PROFESSIONALS	
	CA Russell Parera	Ex-CEO, KPMG
	CA Rajesh Mishra	CEO, UFO Moviez Ltd.
	Mr. Atul Mehra	Financial Consultant
	CA S. R. Dagia	Practising CA
	CA Ashok Gupta	Practising CA
5	ENTERTAINMENT INDUSTRY	
	Mr. Ashok Salian	Photographer
	Ms. Perizad Zorabian	Actor
	Ms. Varsha Jain	Film & Writer
	Mr. Hrishikesh Chury	Playback Singer
	Mr. Mohit Suri	Film Director
	Ms. Sangeeta Bijlani	Actress
	Ms. Sneha Ulal	Actress
	Ms Sana Khanna	Assistant Director
	Mr Chirag Jethwani	Illusionist & Magician
	Ms Tanya Sharma	T.V. Actress
	Mr. Jibran Khan	Film actor
	Ms. Mithila Palkar	Film actor
6	SPORTS	
	Mr. Viren Rasquinha	Ex-Captain Indian Hockey Team

Challenges Encountered: While MMK College excels in providing quality education and infrastructure, challenges include managing space constraints and balancing academic commitments.

Classrooms operate within set schedules, and efficient timetabling enables us to accommodate all courses and activities. The timetables ensure optimum utility of classrooms and tech. labs.

MMK College remains dedicated to quality education and societal development. The Institution’s commitment to top-notch infrastructure, skill-based education, and adaptability during adversity positions students for success.

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:

Objectives: Renowned for its commitment to excellence, Smt. MMK College endeavors to popularize sports among students, recognizing its integral role in liberal education. The college is dedicated to inspiring, encouraging, and empowering young individuals in the pursuit of sports, acknowledging the transformative power of sports in fostering discipline, community building, and positive self-esteem. The key strategies followed by our College for promoting best practices in sports for athletes, coaches, and administrators, aim to ensure that sports not only brings enjoyment but also tangible benefits.

Context: From its inception, our College has excelled in sports, producing national and international players. This legacy persists, with the goal of nurturing confidence, social skills, ambitions, teamwork, and resilience in students. Sports, in our view, offer more than just physical fitness—they contribute to holistic development.

Practice: The College has actively coached numerous students, emphasizing the values and skills that sports can instill. Organizing four annual sports events, renovating the Sports Room with facilities such as computers, and conducting the Khel Mahotsav with active student participation are integral components of our sports initiatives.

Focus on Athlete Welfare: Prioritizing the health and safety of athletes, the college provides proper training, equipment, and medical support. Clear protocols for handling injuries and emergencies are in place, with a dedicated physiotherapist appointed during tournaments.

Inclusive Participation: The College promotes inclusivity by offering sports programs for all genders, ages, and abilities. Creating a welcoming environment that encourages diversity in sports, addressing participation barriers, and ensuring equal opportunities are core principles.

Training and development: Students receive continuous training by the best coaches, emphasizing skill development, teamwork, and personal growth. Regular monitoring and evaluation of coaching performance are key aspects of our approach.

Academic support: The College extends support to sports enthusiasts by providing attendance exemptions during sports events, concessions during exams, conducting additional exams for students on sports tours, and prioritizing admissions for sports category students.

Facilities Available:

- The Boys Common Room table tennis, carom and chess facilities.
- The Multipurpose Basketball Court and Badminton Court are shared with the sister institution, National College, due to space constraints.
- The Sports room includes a multi-purpose gym, an indoor gym with state-of-the-art equipment, and facilities like internet, printer, and scanner.
- Sports kits are provided to every player before tournaments, and various forms of financial assistance are available to students
- All types of financial assistance is provided to students.

Evidence of success:

- MMK College sports has expanded to international and national levels, producing notable figures in sports such as international hockey.
- Achievements include Asian Gold Medalist Viren Rasquinha, International Shooting Commonwealth Gold medalist Sameer Ambedkar, International Lawn Tennis player Hadin Bawa, and Armaan Bhatia.
- The MMK College Football team has consistently won national-level tournaments.
- Annual chess tournaments are held at the College.

- Medals have been won at the National level in Judo, Taekwondo, Wushu, Lawn Tennis, and Hockey for both Men and Women.
- Inter- University Women’s Table Tennis Tournament and Inter-collegiate Sports events like Chess tournament, football tournament and Khelo India are organized every year.
- MMK College consistently ranks among the top sports performer colleges in Mumbai University.

Challenges Encountered and Resources Needed:

- Despite limited space, the college has successfully produced numerous national and international level players, consistently securing positions among the top 10 colleges in Mumbai University’s sports rankings.
- Some students face challenges in balancing their academic commitments with participation in outdoor sports games.
- To address financial needs, there is a call for an increased budget allocation, with efforts directed towards seeking additional financial support from both the college and external sources. This includes actively pursuing grants and sponsorships from local businesses and sports organizations.
- Facility upgrades are essential for the renovation of sports facilities, encompassing stadiums, gyms, and fields. Collaboration with alumni or donors is sought to implement significant improvements in sports strategies.
- Hiring additional coaches and support staff is necessary to cater to the diverse requirements of various sports programs.
- Allocation of budget for purchasing and maintaining sports.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

MMK has embarked on a transformative journey in education by pioneering skill-based B.Voc courses, signifying a commitment to holistic learning. Unfortunately, the progress of these initiatives encountered an unexpected pause, primarily attributed to the challenges posed by the COVID-19 pandemic and governmental delays, particularly in the pursuit of autonomy.

The institution, under its reputed management, has demonstrated unwavering support for its staff. Notably, the timely release of salaries, a fundamental aspect of staff well-being, reflects a management that prioritizes the welfare of its workforce. This commitment to financial reliability contributes to a positive work environment, allowing educators to focus on their primary mission of providing quality education.

Beyond financial considerations, the management's endorsement of international research, sports, and other co-curricular activities adds a layer of richness to the academic experience. By fostering a diverse range of activities, MMK promotes a well-rounded education that goes beyond traditional classroom learning. This approach not only enhances the skill sets of students but also contributes to their overall personal and professional development.

The unfortunate delay in the B.Voc courses due to the pandemic and bureaucratic obstacles highlights the resilience required in the face of unforeseen challenges. Despite these setbacks, it is evident that the institution is dedicated to overcoming obstacles and adapting to the evolving landscape of education.

The emphasis on autonomy is a testament to MMK's commitment to academic freedom and innovation. Autonomy provides institutions with the flexibility to tailor their academic programs to meet the evolving needs of students and the job market. While the pursuit of autonomy may be delayed, it reflects the institution's dedication to ensuring a progressive and forward-thinking educational environment.

Concluding Remarks :

The fourth cycle of accreditation by the National Assessment and Accreditation Council (NAAC) offers MMK college a transformative odyssey toward excellence. Beyond a mere evaluative process, NAAC serves as a catalyst for profound institutional growth, encouraging colleges to refine their educational landscapes.

Central to this journey is the self-study, an introspective exploration that unveils an institution's strengths and weaknesses. This exercise becomes the cornerstone for crafting a strategic roadmap, allowing commerce colleges to envision and implement positive changes in alignment with their aspirations.

NAAC's scrutiny of the curriculum acts as a compass, guiding colleges toward relevance and contemporaneity. It provides a unique opportunity for institutions to recalibrate their academic offerings, ensuring that the curriculum resonates with industry demands, thus nurturing graduates who are not just educated but equipped for global competitiveness.

In the realm of faculty development, NAAC's discerning eye becomes a nurturing guide. By identifying areas for improvement, MMK commerce college can invest in the growth of their faculty, ensuring a cadre of

educators who are both knowledgeable and inspiring.

Infrastructure assessment, akin to a poetic stanza, delves into the physical and technological realms of the institution. Commerce colleges can utilize this evaluation to enhance their infrastructure, creating an ambiance that inspires learning and creativity.

NAAC's encouragement of industry collaboration is a symphony that harmonizes academia and practicality. MMK college can forge partnerships with industries, creating a synergistic relationship that exposes students to real-world scenarios, fostering a holistic educational experience.

At the core of this accreditation process lies a resounding anthem—the student-centric approach. MMK college can embrace this anthem, prioritizing the needs and aspirations of their students, creating an educational sanctuary that cherishes individual growth.

In summation, the fourth cycle of NAAC accreditation is a concise yet profound journey, an orchestration of excellence that has the power to transform MMK college into a bastion of knowledge. It prompts college to refine, realign, and envision a future where they stand as beacons of educational distinction, attracting seekers of wisdom and fostering brilliance.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1091</td> <td>1258</td> <td>1217</td> <td>1137</td> <td>1053</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1091</td> <td>1258</td> <td>1217</td> <td>1137</td> <td>1053</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1419</td> <td>1467</td> <td>1474</td> <td>1165</td> <td>1165</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1424</td> <td>1472</td> <td>1476</td> <td>1160</td> <td>1160</td> </tr> </tbody> </table> <p>Remark : Input edited as per data uploaded by HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1091	1258	1217	1137	1053	2022-23	2021-22	2020-21	2019-20	2018-19	1091	1258	1217	1137	1053	2022-23	2021-22	2020-21	2019-20	2018-19	1419	1467	1474	1165	1165	2022-23	2021-22	2020-21	2019-20	2018-19	1424	1472	1476	1160	1160
2022-23	2021-22	2020-21	2019-20	2018-19																																					
1091	1258	1217	1137	1053																																					
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1419	1467	1474	1165	1165																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
1424	1472	1476	1160	1160																																					
2.1.2	<p>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</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>528</td> <td>659</td> <td>677</td> <td>488</td> <td>580</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>429</td> <td>505</td> <td>528</td> <td>377</td> <td>475</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</p>	2022-23	2021-22	2020-21	2019-20	2018-19	528	659	677	488	580	2022-23	2021-22	2020-21	2019-20	2018-19	429	505	528	377	475																				
2022-23	2021-22	2020-21	2019-20	2018-19																																					
528	659	677	488	580																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
429	505	528	377	475																																					

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
680	734	727	580	580

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
597	619	620	491	491

Remark : Input edited as per data uploaded by HEI

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)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	21	22	21

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23	21	21	22	20

Remark : Input edited excluding faculty having less than 10 months experience

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

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:

2022-23	2021-22	2020-21	2019-20	2018-19
21	30	28	28	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	16	24	11	6

Remark : Input edited considering research papers published only in the Journals notified on UGC CARE list and as per calendar year (Jan- Dec)

3.3.2	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 392 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>93</td> <td>4</td> <td>0</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 604 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>85</td> <td>4</td> <td>0</td> <td>1</td> </tr> </tbody> </table> <p>Remark : Input edited considering books and chapters in edited volumes/books published and papers in national/ international conference proceedings only with ISBN no and as per calendar year (Jan- Dec)</p>	2022-23	2021-22	2020-21	2019-20	2018-19	2	93	4	0	1	2022-23	2021-22	2020-21	2019-20	2018-19	2	85	4	0	1
2022-23	2021-22	2020-21	2019-20	2018-19																	
2	93	4	0	1																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
2	85	4	0	1																	
3.4.3	<p>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.</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1216 1046 1348"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>15</td> <td>3</td> <td>8</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1429 1046 1561"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>11</td> <td>1</td> <td>5</td> <td>6</td> </tr> </tbody> </table> <p>Remark : Input edited as Only activities benefited to communities can be considered.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	17	15	3	8	7	2022-23	2021-22	2020-21	2019-20	2018-19	14	11	1	5	6
2022-23	2021-22	2020-21	2019-20	2018-19																	
17	15	3	8	7																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
14	11	1	5	6																	
4.4.1	<p>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1960 1046 2092"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>193.51</td> <td>102.25</td> <td>94.14</td> <td>108.54</td> <td>77.12</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	193.51	102.25	94.14	108.54	77.12										
2022-23	2021-22	2020-21	2019-20	2018-19																	
193.51	102.25	94.14	108.54	77.12																	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
93.76	18.08	19.83	8.87	7.69

Remark : Input edited considering expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) only

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1607	1710	177	488	800

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1357	1321	177	488	537

Remark : Input edited excluding repeat students

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
554	415	360	334	295

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
519	370	345	296	277

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
860	1042	1001	930	1030

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
860	1042	1001	930	1030

Remark : Input edited as Students started their own business can not be considered

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	1	1	5	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	1	1	4	17

Remark : Input edited as awards/medals for outstanding performance in sports/cultural activities only at national/international level can be considered

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)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
72	17	3	33	38

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
32	11	3	20	23

Remark : Input edited as Events can not be split into activities. All the activities conducted under an event on the same date or nearly closure dates are to be counted as lone only.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
26	23	27	5	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
26	23	27	4	3

Remark : Input edited considering the faculty getting the financial support of Rs 1000 and above only.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
38	47	32	21	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	20	12	10	6

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	24	24	24	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
47	47	47	47	47

Remark : Input edited as Same faculty attending multiple FDP/MDP in a year to be counted as one

only and for 6.3.3.2 edited as per IIQA

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 29 Answer after DVV Verification : 28</p>																				
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>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>29</td> <td>29</td> <td>29</td> <td>29</td> <td>28</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>26</td> <td>25</td> <td>27</td> <td>26</td> <td>28</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	29	29	29	29	28	2022-23	2021-22	2020-21	2019-20	2018-19	26	25	27	26	28
2022-23	2021-22	2020-21	2019-20	2018-19																	
29	29	29	29	28																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
26	25	27	26	28																	