SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

SIES COLLEGE OF ARTS, SCIENCE COMMERCE

PLOT NO. 83/83 AND 106/107, JAIN SOCIETY, SION WEST
400022
www.siesascs.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

'Educating the mind without educating the heart is no education at all' – Aristotle

Education is like the morning sun, and as the sun rises and brightens up the entire stratosphere, so does right education, which brightens up thoughts, vision and makes life purposeful. South Indian Education Society (SIES), established in 1932, has therefore adopted the morning sun as its icon along with its motto '*Rise with Education*'. SIES has been in the field of education for over 90 years, and has earned a reputation as an institution, that imparts quality education and instills values. It is also recognized as an institution which is distinct and futuristic.

SIES College of Arts, Science and Commerce (*Empowered Autonomous*), Sion, Mumbai (*Affiliated to University of Mumbai*) was inaugurated on 20th June 1960 by Shri Y. B. Chavan, the first Chief Minister of Maharashtra, to serve the ever-growing educational needs of students from North and Central Mumbai Suburbs, and it was a gift of the South Indians in Mumbai to the then newly born State of Maharashtra. The college has a strength of over 4,000 students drawn from all sections of this cosmopolitan city. Excellent results at University and Board examinations, awards and merit positions bagged by the students have placed the College among the most outstanding institutions in the city. The college has been conferred with '*Empowered Autonomous Status*' by University of Mumbai in 2023; and '*Autonomous Status*' by University Grants Commission in 2018. It was reaccredited by NAAC during 3rd Cycle with an 'A' grade in 2015.

The college has attained its position due to commitment of former Principals with long tenure like Prof. A. B. Shah (1960-63), Prof. Ram Joshi (1963-77), who later became the Vice-Chancellor, University of Mumbai, Prof. P. S. Ramaswamy (1977-87), Prof. K. M. Apte (1987-89), Prof. S. Ramanathan (1989-1996), Prof. V. Padmanaban (1996-2003), Prof. R. Gopalkrishnan (2003-2005), Dr. Harsha Mehta (2005-2016) and unstinted support from sincere teaching, nonteaching staff, students of this institution. This illustrious line is continued with the appointment of current Principal, Dr. Uma Shankar (Alumni of the college) with effect from 1st September 2016.

Vision

Vision:

'Our vision is to facilitate a student centered environment, where the intellectual, cultural, social, physical, and recreational needs of the students are fulfilled'. In order to transform this vision into reality, we emphasize on the following objectives and quality policy:

Objectives:

- To uphold inclusive education by empowering differently challenged and underprivileged students
- To promote opportunities to learn professional and skill based programmes
- To assist economically underprivileged students with financial support
- To develop holistic personality and instill a sense of social commitment in nation building

Quality Policy: 'We believe that education is a tremendous responsibility and not just an activity. We assume moral and social responsibility in every activity of ours as a matter of conscience. We believe in sincere, honest, and committed relationships with all our stakeholders. We dedicate ourselves to improving the quality of life in our own way by adopting the highest quality standards in imparting education to match the world's best. Our dedication to education is total'.

Our vision is geared towards an education, that seeks to mould 'humane' individuals, who are aware of their responsibility towards society. We inspire our students, and staff with change-making social initiatives through *Institutional Social Responsibility*. As an educational institution we want to *'explore'*, *'engage'* and *'evolve'* in our *'Journey towards Academic Excellence'*.

Mission

Mission:

Our mission compliments our vision, and reflects our commitment as an *'Empowered Autonomous Institution'* towards *'Achieving the full potential of every student'* by considering the following:

- We want to foster our students, with an integrated character, imbibed with high moral, social, ecological, and

spiritual values

- We respect cultural and ethnic diversity in the community
- We want to set high standards of academic, professional, and societal performance
- We want to empower students with leadership training skills to enable them to be agents of social change
- We want to equip students with global competency
- We want to develop inquisitive minds to inculcate a culture of research
- We want to mould teachers to be role models for students

To fulfill and accomplish our mission, we have prepared an Institutional Development Plan (IDP) which provides valuable insights for informed decision-making, effective planning, and targeted interventions to enhance quality of education, thereby, eventually driving the progress and development of the institution. Our Institutional Development Plan involves planning and implementation of the following:

- Infrastructure upgradation
- Introducing value added courses aligned with National Education Policy
- Integration of Learning Management System (LMS) with Enterprise Resource Planning (ERP)
- Digitalization of college campus
- Launch of research journals – Humanities and Sciences

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strength:

- Qualified and committed faculty: We have qualified and dedicated teachers, in fact, around 36% of our faculty are qualified with Ph.D degree. They also act as mentors to students, and have inspired students to be the agents of change, thereby contributing to society and nation.
- Multiple disciplines and courses: We have been able to offer to students, a wide range of subjects, courses, and levels of study, and therefore, attempt to inculcate multidisciplinary and interdisciplinary approaches to higher education, satisfying the diverse needs of society.
- Discipline and commitment: We have set high standards of discipline with an attitude that resists complacency, besides accepting challenges and transforming them into opportunities.
- Resilience and adaptable: We have demonstrated resilience and adaptability in the face of challenges, such as infrastructure constraints, students enrolled as first generation learners, etc.
- Teaching-learning paedagogies: We have judiciously blended the use of conventional, contemporary, and innovative teaching-learning paedagogies, and have adapted ourselves to digital learning by integrating technology with education.
- Academic initiatives and policies: We have taken initiatives in curriculum design by inclusion of vocational and skill development courses, value added courses, and have implemented 'National Education Policy 2020', to improve the quality of education.
- Equipped laboratories and facilities: We have well equipped laboratories, resourceful library, ICT enabled teaching-learning resources, instrumentation facilities which provide the necessary tools and techniques required for teaching, learning and research in higher education.
- Enhancing quality and excellence: College has received grants from RUSA (Rs. 5 Crores), FIST (Rs. 77 lakhs), Star DBT scheme (Rs. 99 lakhs) which has helped in improving the quality of teaching and research.
- Linkages and collaborations: We have established linkages and signed Memorandum of Understandings with industries, educational and research institutions etc. thereby facilitating academia-industry collaboration.
- Alumni connect: We have a diverse pool of alumni connect which helps us in fostering linkage for career guidance and job opportunities for students.
- Committed and proactive management: We have a proactive Management which believes that education is not just an activity, but a tremendous responsibility. It emphasizes on ethics and values in education. It provides resources and upgrades the infrastructure and facilities.

Institutional Weakness

Weakness:

- Issues related to No Objection Certificate (NOC) from government for teaching posts (Grants in Aid): Since there is a delay from the government to release No Objective Certificate for filling the vacant posts of grants in aid teachers, therefore, it results in financial burden on the management for appointment of these teachers.
- Infrastructure and space constraints: Due to floor space index (fsi) regulations from civic authorities, it creates limitations and restrictions regarding availability of space for creation of new programmes and

courses, hence there is limited scope for expansion of infrastructure and development.

- Less of industry academia collaboration: We have lesser emphasis on academia- industry collaboration, and therefore, it results in a gap between the skills which students acquire, and actual demands of the job market. This lack of strong industry-academia collaboration, therefore, hinders students employability and industry relevance.
- Less number of research publications, grants, projects, consultancy, and patents: Since faculty is primarily involved in teaching-learning and evaluation of students, besides administrative, and extracurricular activities, therefore, they have not been able to pursue on a regular basis, writing research projects or research grants, thereby, resulting in a lesser number of research publications.
- Less consultancy and filing of patents: Number of faculty members offering consultancy for their expertise and generating revenue need to improve, and we also need to improve on filing of patents and other intellectual property rights.

Institutional Opportunity

Opportunities:

- Implementation of National Education Policy 2020: Our institution is one of the leading colleges in implementing NEP in order to foster holistic development among students. It has designed and customized curricula, assessment methods, and framed policies which align with the NEP's objectives which will contribute towards transforming higher education landscape in India.
- Digital Transformation and Advancements: The rapid advancement in digital technology presents an opportunity to our institution to transform education delivery. Integrating technology into classrooms, offering online courses, and optimizing digital learning for personalized learning experiences can expand access to quality education in our institution.
- Skill Development and Vocational Training: Under the aegis of NEP implementation, emphasizing skill development and vocational training can bridge the gap between education and employment, making students industry-ready and enhancing their employability.
- Enhanced linkage and collaboration: Opportunities exist for our institution to form linkages and collaboration with renowned universities, research centers and industries. Such partnerships can facilitate knowledge exchange, research opportunities, attract international students, enhance placement of students, and create opportunities for consultancy and generation of revenue.
- Corporate social responsibility: Our institution can encourage corporate social responsibility initiatives by businesses which can support educational infrastructure development, scholarship programs, internship and on job training opportunities for our students.

Institutional Challenge

Challenges:

- Declining response of students: The number of students interested in pursuing graduation programmes especially in pure sciences, in comparison to professional courses is decreasing, which is a significant challenge to our institution. Since there is a significant increase in the number of professional and skill oriented courses offered in education sector, this creates a challenge in attracting students to the

traditional and conventional programmes and courses offered by our institution.

- Quality assurance: Ensuring the quality of education across diverse student population is another challenge, since sizeable number of students enrolled in our institution are first generation learners, therefore delivery of content can be a challenge, so that there is not disparity in the standard and quality of education.
- Affordability and accessibility barriers: Many students in our institution come from economically weaker sections of society, hence face difficulty due to affordability of fees, and often this becomes a challenge in their access to quality education. In spite of financial support from our proactive Management in the form of scholarship like South Indian Education Assistance Trust (SEAT), students sometimes find it difficult to pay the fees.
- Faculty attrition: Attracting and retaining qualified faculty members in the face of competition from private educational institutions/universities can be challenging in terms of better salaries, incentives, perks offered by them.
- Technological advancements: While technology offers immense opportunities, it also poses imminent challenge, whereby the pace of technological advancements may render certain skills obsolete, and our institution and its faculty must learn adapt to these changes.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Criterion 1 - Curricular Aspects

Under the aegis of academic autonomy, our institution has the privilege of 'academic freedom', whereby, we could restructure and redesign the curriculum, which is relevant in shaping educational outcomes of students. Moreover, we have effectively used our status as an 'Empowered Autonomous" in the form of initiatives which emphasize on learning outcomes-based approach towards curriculum planning and design. This is based on the premise that graduate or postgraduate degree programmes, must demonstrate achievement of outcomes which are expressed in terms of graduate attributes in the form of knowledge, skills, attitudes, values. Curriculum planning involves a collective effort of members of the board of studies, which include faculty, experts from research institutions, industries, and alumni. There is a shift from 'teacher centric approach' to 'learner centric approach' in curriculum planning and design, to develop open, inquiring minds for holistic development of students.

Our institution offers 24 undergraduate programmes, 15 postgraduate programmes, 11 PhD programmes and 2 postgraduate diploma programmes to meet the academic interests of over 3000 students. We also offer various value added, skill based and career oriented courses under 'SIES Centre for Excellence' – A Centre to meet the professional needs of the students. Under National Education Policy, our institution has offered 3 or 4 year undergraduate degree programmes with multiple entry/exit points, along with a multidisciplinary approach giving students freedom to shape one's own future, it is choice based, so that students choose according to their talents & interests. Moreover, it encourages inclusive education through courses such as Vocational Skill Courses, Open Electives, Indian Knowledge System, Internship, Field Projects etc.

Teaching-learning and Evaluation

Criterion 2 - Teaching-Learning and Evaluation

Our institution admits students from diverse backgrounds, inclusive of first generation learners, students from economically weaker sections of society. Teachers make teaching-learning interesting to diversity of students. We conduct bridge lectures for students to bridge their academic gap, and remedial courses to improve their performance. We believe that students are the most important stake holders in higher education, and ensure that teaching-learning and evaluation methods are learner centric in approach with relevance to Blooms Taxonomy and Outcome Based Education. Teachers use ICT enabled tools including online resources for effective teaching and learning, along with seminars, skits, problem-solving assignments, projects, research article/book reviews, case-studies etc. We encourage students to participate in workshops, to make them realize the significance of peer learning, and the concept of 'learning by doing' and 'lifelong learning'. We conduct study tours, field visits, and promote 'experiential learning' by encouraging students to do internships with external organizations.

Institution recognizes the role of 'teachers as mentors' and has adopted effective mentor-mentee schemes to address academic and stress related issues of students. SIES Prajna Vision Centre is a special cell in college, established to cater to the needs of visually challenged students. It is committed to increase access, promote inclusive education amongst students with special needs, to facilitate them to be a part of mainstream education, to empower them to be self-reliant individuals. Our institution plans an academic calendar and conducts orientation programmes for students and parents, where they are informed about the academic calendar and teaching-learning, evaluation methods.

Research, Innovations and Extension

Criterion 3 - Research, Innovations and Extension

Our institution acknowledges the fact, that in the emerging knowledge era, research and innovations will be key factors in institutional development, therefore, in this context, we strive towards excellence in research,and upgrading our research facilities. We have a Research advisory and ethics committee (RAEC), for implementation of research policy and code of ethics. We have well equipped laboratories, instrumentation facilities, research centres, library resources, upgraded through RUSA grants. We received financial aid from industry and government organizations (faculty research projects and infrastructure development. We have 11 PhD centres, 17 Research Guides, 27 PhD Research scholars, and 6 PhD Research scholars who have been awarded Ph.D degrees. There are 80 peer reviewed publications (51 UGC CARE/SCOPUS indexed), 40 books and chapters in edited volumes, and above 240 citations, thus justifying high standards in research. Award of SERB, DST teacher's fellowship, with grants of INR 18,30,000, in collaboration with NCL, Pune, demonstrate our effort towards collaborative research. One of the faculty members from the department of chemistry has been conferred with '*Young Scientist Award*', thereby reflecting the quality of research pursued by the faculty in our institution.

Institution has created 'Jignyasa - the research hub' for inculcating research culture, and 'Nirmitee Kendra - the Entrepreneurship Cell and Skill Hub' for encouraging entrepreneurship among students. We encourage academia-industry collaboration, and have established linkages/MoUs with research centres, industry, etc. We encourage research and innovations through organisation of research methodology workshops, IPR awareness programs, Skill development and entrepreneurship initiatives etc. We believe in Institutional Social Responsibility, and community service, which is done through outreach activities like COVID Vaccination drive, Blood donation camp, stem cell registration drive, activities for differently abled children, etc.

Infrastructure and Learning Resources

Criterion 4 - Infrastructure and Learning Resources

Our institution has optimized educational infrastructure and learning resources, by blending physical and virtual learning environments. We have a proactive and visionary managing council which has supported and helped in the expansion of our infrastructure. We have expanded as an educational institution despite space constraints (25000 square foot) with 34 classrooms, 32 laboratories well equipped with ICT enabled tools, LCD projectors etc. Staff and students are provided with institutional email IDs. We have state of the art library with 160 seating capacity, physical and digital resources, including 140 periodicals, 14 E-journals and 8 newspapers. The library is automated using KOHA version (21.11.09.000), data is hosted in cloud and accessed through QR code provided to users. The library hosts Prajnya Vision Centre – a centre for visually challenged students, equipped with Braille text, learning tools to encourage inclusive education. We have constructed ramps, disabled friendly toilets on ground floor for easier accessibility to Divyangjan students. We have a herbal garden with medicinal plants besides vertical gardens which enhance aesthetics and provide green cover. College Quadrangle, Auditorium, Gymkhana are used for NSS, NCC and Cultural activities. Our college canteen provides a vibrant ambience besides nutritious food. We have Counselling centre which ensures privacy to counsellor and student. We have IT facilities, with a dedicated server room, updated hardware, and software, with a bandwidth of 150 Mbps and Wi-Fi accessibility. Audio-visual centres in Boardroom, Auditorium and Virtual Room enable development of e-content, lecture recordings. We have a Darkroom for Mass Media students for industry-relevant coursework. Staff are involved in maintenance, and monitoring mechanisms, such as AMCs and stocktaking of academic support facilities.

Student Support and Progression

Criterion 5 - Student Support and Progression

Our institution values, students as important stakeholders in education and is committed towards providing them with a support system for their progress and holistic development. We involve students in associations where they are engaged in activities, which broadens their horizons. 'Utkarsha' – literary/arts festival provides students a platform for creativity, and critical thinking. 'Visions' - cultural festival offers students opportunities to display talent beyond academics and nurtures a vibrant campus community. We give students, scholarships/free ships, in the last 5 years, 1415 students benefited from scholarships. We recognize meritorious students by giving them endowment prizes. We have given South Education Assistance Trust (SEAT) scholarship worth (Rs. 52,68,172/-) to 200 students. We conduct activities for Soft Skills Development, in last 5 years, 396 programs were conducted focusing on soft skills, language skills etc. Students are encouraged to pursue higher studies and appear for competitive exams. They are given information about various qualifying examinations for higher studies. In the last 5 years, around 4075 students benefitted through 57 career counselling sessions. We give pre-placement training in preparing students for placements in the job market, in the last 5 years, 1938 students continued pursuing higher education or got placed. We provide grievance redressal mechanisms for students. Absence of any reported case of ragging/sexual harassment has ensured a safe and supportive environment for students. We have Alumni connect, with sense of belonging, they contributed in last 5 years around Rs 29,98,906/-, and are involved in activities, such as free medical camps and career guidance. A few examples of our eminent Alumni are Param Vir Chakra recipient Major. R. Parmeshwaran (Armed forces), Mr. Raj Subramaniam (CEO, Fed-Ex), Ms. Latha Venkatesh (Executive Editor, CNBC -TV18), Padmashri Ms. Aruna Sairam (Carnatic Vocalist), Padmashri Ms. Shreya Ghoshal (Playback

Singer), Padmashri Mr. Shankar Mahadevan (Playback Singer) etc.

Governance, Leadership and Management

Criterion 6 - Governance, Leadership and Management

Institutional governance and leadership are indeed in accordance with vision, mission, quality policy, objectives of institution, reflected under 'Institutional goals'. In terms of strategy development and deployment, institution supports decentralized governance structure with mutual understanding and cooperation, to fulfil its institutional goals, through statutory and non-statutory bodies such as Board of Studies, Academic Council, Governing Body, College Development Cell, Finance Committee, Examination Committee besides others. The administrative head advocates transparency, integrity, accountability, effective use of resources, and a conducive work environment taking along all the stakeholders. Innovative ideas and suggestions put forth by faculty are implemented which encourages participative management. The Institution has developed an Institutional Perspective Plan and is committed towards 'academic excellence'. The Management has been participatory and takes along all the stake holders, and it has been visionary and resourceful in planning and effectively deploying its long-term goal of 'SIES to be among the most admired academic institutions in India.'

IQAC plays a significant role in quality assurance and helps to accomplish institutional goals, by preparing strategies for teaching, learning and evaluation through innovative approaches in curriculum development, use of ICT enabled teaching tools etc. It has also taken initiatives in accordance with National Education Policy (NEP 2020), towards Outcome Based Education in the curriculum design, besides introducing multi-disciplinary courses with core subjects, open electives, vocational skills, Indian Knowledge System, etc. For empowering the faculty, institution has implemented welfare measures and schemes for its teaching and non-teaching staff and provides relevant avenues for their career development and progression. Faculties demonstrating leadership and management skills are identified for leadership positions.

Institutional Values and Best Practices

Criteria 7 - Institutional Values and Best Practices

Our institution is committed to fostering 'Institutional Values and Best Practices', by creating awareness and sensitizing students towards issues like gender equity, environmental consciousness and sustainability, inclusiveness, professional values, and ethics, in the form of guest lectures, workshops, seminars and community engagement endeavours organized through Gender sensitization cell, Value Lab, NSS, NCC, Rotaract, ISR initiatives. These enhance various skills like leadership, communication, teamwork and give students a sense of belonging, besides contributing towards their holistic development. Efforts towards environmental sustainability are reflected through installation of solar energy panels, herbal, vertical and nakshatra gardens, no plastic campus, efficient waste management techniques. We promote an inclusive atmosphere facilitating brotherhood, integrity, tolerance, peace, and harmony towards Cultural, Regional, Linguistic, Communal, Socio-economic diversities by celebrating National and International days such as Independence Day, Republic Day, Maharashtra Day, World Yoga Day, World AIDS Day, etc. Prajnya Vision Centre for visually challenged students is an excellent example of an institution promoting equal opportunity and inclusive education, thereby enabling students to become self-reliant individuals. Our Best practices such as *'Value Lab'* , *'Nirmitee Kendra'* and *'Jignyasa'* compliments our vision, mission, and quality policy. Value

Lab fosters a culture of human values, ethical behaviour, inclusion, and social responsibility. 'Nirmitee Kendra' encourages entrepreneurship and skill developments in students, so that they become 'job creators and not just job seekers'. 'Jignyasa' – Research hub was started to serve as a forum to demystify research, and inculcate research aptitude, research culture amongst students. Institutions Distinctiveness reflects in 'SIES Centre for Excellence – A Centre to meet Professional Needs of Students', which imparts additional skills, enhances their employability, and encourages students to 'earn while they learn'. SIES believes and is committed in their responsibility towards human society. Since changing experiences emerge from social initiatives, therefore, in this context, our *'Institutional Social Responsibility (ISR)'* which works on similar lines like *'Corporate Social Responsibility (CSR)'* has been the hallmark of our management, whereby they have adopted villages and upgraded schools with an objective to uplift people belonging to the underprivileged and economically weak tribal communities.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SIES COLLEGE OF ARTS, SCIENCE COMMERCE
Address	Plot No. 83/83 and 106/107, Jain Society, Sion West
City	Mumbai
State	Maharashtra
Pin	400022
Website	www.siesascs.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Uma Maheswari Shankar	022-24071077	9920186024	-	siesascs@sies.edu.in
IQAC / CIQA coordinator	Geeta Paluskar	022-4072729	9321543443	-	iqac.siesascsw@gmail.com

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 minroity institution	Yes

If Yes, Specify minority status	
Religious	
Linguistic	Tamil Linguistic Minority
Any Other	

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	20-06-1960
Date of grant of 'Autonomy' to the College by UGC	01-06-2018

University to which the college is affiliated		
State	**University name**	**Document**
Maharashtra	University of Mumbai	[View Document](#)

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	01-03-2009	[View Document](#)
12B of UGC	01-03-2009	[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	Plot No. 83/83 and 106/107, Jain Society, Sion West	Urban	0.8963	9048.73

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BA,Economics,Economics Six Units or Economics Three Units with Politics Three Units	36	Higher Secondary Certificate	English	50	39
UG	BA,English, English	36	Higher Secondary Certificate	English	50	39
UG	BA,Hindi,Hindi	36	Higher Secondary Certificate	English,Hindi	30	30
UG	BA,Philosophy,Philosophy	36	Higher Secondary Certificate	English	50	39
UG	BA,Politics,Politics six units or Politics three units with Economics three Units	36	Higher Secondary Certificate	English	50	39
UG	BA,Psychology,Psychology	36	Higher Secondary Certificate	English	50	39
UG	BA,History, History three units and Philosophy or Hindi or Economics or Politics three units	36	Higher Secondary Certificate	English	50	39
UG	BA,Multimedia And Mass Communication,M	36	Higher Secondary Certificate	English	110	100

	MC						
UG	BSc,Biotechnology,Biotechnology	36		Higher Secondary Certificate	English	45	37
UG	BSc,Botany, Botany	36		Higher Secondary Certificate	English	40	25
UG	BSc,Chemistry,Chemistry	36		Higher Secondary Certificate	English	40	26
UG	BSc,Computer Science,Computer Science	36		Higher Secondary Certificate	English	120	106
UG	BSc,Data Science,Data Science	36		Higher Secondary Certificate	English	63	63
UG	BSc,Environmental Science,Environmental Science	36		Higher Secondary Certificate	English	30	11
UG	BSc,Information Technology,Information Technology	36		Higher Secondary Certificate	English	120	107
UG	BSc,Mathematics,Mathematics	36		Higher Secondary Certificate	English	40	25
UG	BSc,Microbiology,Microbiology	36		Higher Secondary Certificate	English	40	26
UG	BSc,Physics, Physics	36		Higher Secondary Certificate	English	40	25
UG	BSc,Statistics,Statistics	36		Higher Secondary Certificate	English	40	25
UG	BSc,Zoology,Zoology	36		Higher Secondary	English	40	26

			Certificate			
UG	BSc,Biochemistry,Biochemistry three units with Chemistry or Botany or Zoology or Microbiology three units	36	Higher Secondary Certificate	English	40	25
UG	BCom,Commerce,Commerce	36	Higher Secondary Certificate	English	240	222
UG	BMS,Management Studies,Capital Market	36	Higher Secondary Certificate	English	60	59
UG	BMS,Management Studies,	36	Higher Secondary Certificate	English	110	104
PG	MA,Philosophy,Philosophy by Research	24	BA	English	2	0
PG	MSc,Biotechnology,Biotechnology	24	BSc	English	21	21
PG	MSc,Biotechnology,Biotechnology by Research	24	BSc	English	2	0
PG	MSc,Botany, Botany	24	BSc	English	10	9
PG	MSc,Chemistry,Chemistry	24	BSc	English	22	22
PG	MSc,Computer Science,Computer Science	24	BSc	English	24	24
PG	MSc,Data Science,Data	24	BSc	English	23	23

	Science						
PG	MSc,Information Technology,Information Technology	24		BSc	English	22	22
PG	MSc,Microbiology,Microbiology	24		BSc	English	10	10
PG	MSc,Microbiology,Microbiology by Research	24		BSc	English	5	0
PG	MSc,Physics,Physics	24		BSc	English	10	10
PG	MSc,Zoology,Zoology	24		BSc	English	10	10
PG	MSc,Zoology,Zoology by Research	24		BSc	English	5	0
PG	MSc,Biochemistry,Food Technology and Nutraceuticals	24		BSc	English	20	20
PG	MSc,Biochemistry,Biochemistry	24		BSc	English	12	12
PG	MSc,Bioanalytical Science,Bioanalytical Sciences	24		BSc	English	20	17
Doctoral (Ph.D)	PhD or DPhil,English,English	36		MA	English	10	2
Doctoral (Ph.D)	PhD or DPhil,Philosophy,Philosophy	36		MA	English	8	6
Doctoral	PhD or DPhil	36		MA	English	12	5

(Ph.D)	,Politics,Politics					
Doctoral (Ph.D)	PhD or DPhil ,Biotechnology,Biotechnology	36	MSc	English	3	2
Doctoral (Ph.D)	PhD or DPhil ,Botany,Botany	36	MSc	English	5	3
Doctoral (Ph.D)	PhD or DPhil ,Chemistry,Chemistry	36	MSc	English	8	0
Doctoral (Ph.D)	PhD or DPhil ,Microbiology,Microbiology	36	MSc	English	5	5
Doctoral (Ph.D)	PhD or DPhil ,Physics,Physics	36	MSc	English	4	0
Doctoral (Ph.D)	PhD or DPhil ,Zoology,Zoology	36	MSc	English	5	1
Doctoral (Ph.D)	PhD or DPhil ,Biochemistry,Biochemistry	36	MSc	English	3	0
Doctoral (Ph.D)	PhD or DPhil ,Bioanalytical Science,Bioanalytical Science	36	MSc	English	6	0

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				22				48			
Recruited	0	1	0	1	8	14	0	22	20	28	0	48
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				1				53			
Recruited	0	0	0	0	0	1	0	1	12	41	0	53
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				85
Recruited	73	7	0	80
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				34
Recruited	26	8	0	34
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**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	4	8	0	12	9	0	34
M.Phil.	0	0	0	1	1	0	3	5	0	10
PG	0	0	0	3	6	0	8	12	0	29
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	3	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	7	40	0	47
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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
	28	11	0	39

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	1394	15	0	0	1409
	Female	2076	13	1	0	2090
	Others	0	0	0	0	0
PG	Male	130	0	0	0	130
	Female	218	1	0	0	219
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	6	0	0	0	6
	Female	18	0	0	0	18
	Others	0	0	0	0	0
Diploma	Male	33	0	0	0	33
	Female	67	0	0	0	67
	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	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	388	363	414	411
	Female	763	660	673	677
	Others	0	0	0	0
Others	Male	171	188	181	200
	Female	236	311	250	299
	Others	0	0	0	0
Total		1558	1522	1518	1587

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Bioanalytical Science	[View Document](#)
Biochemistry	[View Document](#)
Biotechnology	[View Document](#)
Botany	[View Document](#)
Chemistry	[View Document](#)
Commerce	[View Document](#)
Computer Science	[View Document](#)
Data Science	[View Document](#)
Economics	[View Document](#)
English	[View Document](#)
Environmental Science	[View Document](#)
Hindi	[View Document](#)
History	[View Document](#)
Information Technology	[View Document](#)
Management Studies	[View Document](#)
Mathematics	[View Document](#)
Microbiology	[View Document](#)
Multimedia And Mass Communication	[View Document](#)
Philosophy	[View Document](#)
Physics	[View Document](#)
Politics	[View Document](#)
Psychology	[View Document](#)
Statistics	[View Document](#)
Zoology	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	a. Upon receiving Autonomous Status in June 2018, the Institute made a comprehensive plan to initiate multidisciplinary/interdisciplinary approach in our

curriculum and co-curricular activities. As a preparation for the same, Institute designed Value added credit courses in diverse areas which were offered to students of all disciplines, allowing them the freedom to select elective or skill-enhancement courses. Some examples of multidisciplinary skill enhancement credit courses are: 1. Arts / Humanities students learn 1/2/3 credit courses based on the science field such as Field Biology, Tree Appreciation, Basic Environmental Chemistry, Basics and Advance in Python 2. Students from the science stream learn 1/2/3 credit courses related to languages or humanities such as Critical Thinking, Interpersonal Skills, Samachar Lekhan Evam Reporting, UN Agenda 2030: India Towards Zero Hunger, and Poetry Appreciation. b. The Institute does not offer any programs under to STEM c. As a preparation towards implementing NEP 2020, the Institute redesigned interdisciplinary curricula to bring about the holistic transformation. The Foundation Course programme has been offered to all students. The curriculum of this course provides crosscutting themes, such as human rights, environment, soft skills, ethics and values, and science and technology. Skill enhancement Credit courses were also designed and offered to students, as explained above. Under NEP 2020, the Institute has designed courses on Environmental Studies and every department has embedded field projects and community engagement programs in the UG Second and Third year and in PG programs. d. Entry and exit as per NEP guidelines: Students can exit or enter the UG programme at any level as the institution maintains strictly the 22 credits programme per year following the NEP structure. This will enhance student mobility by ensuring credit equivalency with other institutions. e. New programs like MSc Bioanalytical Sciences, MSc and BSc Data Science, PG Diploma in Food Technology and Nutraceuticals, BMS- Capital Market, BSc Environmental Science, which are multidisciplinary in nature were introduced during last five years. New PhD centers in humanities and sciences were also initiated to encourage research. Institute plans to focus on collaborations and MOUs with NGO's and Industry, and also interaction and engagement with local bodies. f. Prior to implementation of NEP, UG students were given a choice of selecting any one applied component from

	a bouquet of subjects. They were also offered multidisciplinary skill enhancement credit courses. Under NEP-2020 implemented from year 2023-24, Students can select open electives and skill enhancement courses which are interdisciplinary. For example: Science students can choose History as an Open Elective and Interpersonal Skills as a Skill Enhancement course. A Humanities student can choose Basic Astronomy as an Open Elective and Basic MS-Office Skills, Data Analytics Using Excel as a Skill Enhancement course.
2. Academic bank of credits (ABC):	a. To provide seamless student mobility between various institutes/universities in the state and nationally, the college has registered with the National Academic Depository/ABC as per NEP 2020. This facilitates the students to avail the benefit of multiple entries and exit during the chosen programme. b. The examination committee has followed the guidelines of ABC for credit accumulation/transfer. The course/paper codes are designed as per the requirement of the Academic Bank of Credits. c. Students are guided to register on Digi locker and ABC for seamless transition of credits in progression to other universities. d. ICT-enabled classrooms are provided which facilitates the teachers to use different pedagogies. The LMS Microsoft Teams is made available by the institution, providing a convenient platform for sharing of learning resources, assignment and project presentations. e. Student awareness sessions were held in classes to generate awareness about ABC among students. They were guided to register on ABC portal. Institute has registered on ABC portal.
3. Skill development:	a. Skill building empowers individuals and boosts their social recognition. The institution for the last five years has been conducting soft skill courses such as Interpersonal Skills, Personality and Soft Skill Development, for students under the aegis of the Center for Excellence and in collaboration with Sasha Training. Communication Skills in English is a compulsory course in the First year across all streams. A value-added course in Saral Hindi is offered to students. b. Vocational skill courses are offered to First Year students, for example, Understanding Data and Data Sources, Hindi Patrakarita Evam Samvad Lekhan, Professional Ethics, Legal Awareness, and Critical Thinking. The

curricula of the programs like BSc IT, BSc CS, BSc Data Science, BMS and BMS Capital Market, BAMMC, MSc Bioanalytical Sciences, PG Diploma in Food Technology and Nutraceuticals, MSc Biotechnology, BA English and Hindu, include Internships, thereby enhancing the prospects of employability. c. To inculcate the value of nationalism the institution daily begins with the National and State anthem. Value lab has been set up since 2016 which undertakes initiatives to sensitive students on human and ethical values. The curriculum of Foundation Course focuses on value education highlighting civic and social values. The curriculum of Philosophy, as well as the activities of Value Lab engage in Universal human values. Under NEP, a compulsory 2 credit course - Understanding India is offered to all students to learn about the Indian constitution, culture, and society. In Semesters I, II, III, and V, all the students have to do a vocational skill course related to the major course. Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions. For conducting co-curricular activities experts in the fields of Dance, Drama, Music, and Yoga are engaged by the institution. Online modes like NPTEL, SWAYAM are introduced to the students. They can select courses from these platforms.

| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | The college has introduced a compulsory generic course on Indian Knowledge System for the First year students, which highlights progress of India with respect to Astronomy, Mathematics, Medicine Botany, Chemistry in ancient times. The curriculum of major Courses in Politics, Philosophy, Hindi, History introduce students to Indian culture and Philosophy. All the teachers are well versed in English, Hindu and Marathi (state language) which enables them to communicate effectively with the students. The Institute offers a program BA in Hindi literature. The institution has Marathi Vangmay Mandal, Tamil Association, Malayalam Association and Hindi Association. All these associations organise guest lectures, seminars, translation workshops and competitions to foster the spirit of language and regional culture among students. Students celebrate regional festivals (like Onam, Pongal, Holi, Dussera, Christmas) vibrantly uniting |

	students across all cultures. Teachers participated in conference organized by University of Mumbai on Indian Knowledge System, to get ready for NEP. Institute has designed IKS curricula under NEP.
5. Focus on Outcome based education (OBE):	The Vision, Mission and Learning Objectives of the Institute are well defined. Program Outcomes are aligned with the Institutional Vision mission and learning objectives. Course Outcomes for all the courses are defined. OBE was implemented for the first year courses in 2021-22 and subsequently for Second year courses in 2022-23. IQAC prepared OBE manual to orient teachers. Workshops and training sessions for teachers were organised. Regular meetings helped to crystalize graduate attributes, POs and COs. Curricular feedback is taken from students, teachers and alumni using structured google feedback forms. The responses are analysed and utilised in syllabus revision. Continuous Internal Assessment carries 40% weightage in student assessment. Students are assessed on the basis of assignments, presentations, cases studies, projects, article reviews continuously. The experiential and Participative teaching techniques help in assessing student learning levels. Teachers were sensitized about OBE through various workshops and seminars. IQAC prepared an OBE manual to guide the teachers. Regular meeting to define POs and COs were helpful. Summative assessment was based on Course outcomes.
6. Distance education/online education:	LMS Microsoft Teams is used by teachers for engaging lectures, assignments and project presentations. e-content is uploaded on MS Teams and on Institutional website. Some teachers upload curriculum-based videos on YouTube. Online Credit Courses from SWAYAM, and NPTEL are offered to students.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The College does not have a formal ELC. Nevertheless, the College organises drives to register new voters regularly.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and	Though ELC is not in place, there is a teacher co-ordinator who manages the voters drive

whether the ELCs are functional? Whether the ELCs are representative in character?	
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.	Some of the innovative programmes and initiatives undertaken by the institute are slogan competition to create awareness about voting. A voters' awareness rally was organised in the vicinity of the college.
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.	Assignments are given to students to conduct survey about people participation in election and create awareness about their voting rights.
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.	Students are encouraged to enrol as voters as soon as they complete 18 years of age. Forms are circulated to the students above 18 years who are yet to be enrolled as voters in the electoral roll and the duly filled forms with photographs are submitted to the Tahsildar office. An orientation for voter awareness was conducted on 18th august 2021 during covid, for newly qualified voters, at SIES auditorium (online) with the government officials representing Mr. Bhagwat Gavande, Deputy collector, Collector office, old custom house, Mumbai city. The talk highlighted the significance of Elections –local and Lok Sabha in our democratic country. The speaker emphasized the registration process which is carried out online too. It includes the right information about oneself with respect to name, photo ID, address and so on. It is important to procure the Voter card/ Smart card in order to participate and be eligible to cast vote in forthcoming elections.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3972	4126	4194	3814	3801

File Description	Document
Provide Links for any other relevant document	[View Document]
Institutional data in the prescribed format (data	[View Document]

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1246	1354	1326	1127	1072

File Description	Document
Provide Links for any other relevant document	[View Document]
Institutional data in the prescribed format (data	[View Document]

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
97	114	117	112	106

File Description	Document
Provide Links for any other relevant document	[View Document]
Institutional data in the prescribed format	[View Document]
Certified list of full time teachers	[View Document]

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 84

File Description	Document
Provide Links for any other relevant document	View Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years   (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
307.485	179.566	141.956	765.141	831.366

File Description	Document
Provide Links for any other relevant document	View Document

Other Upload Files	
1	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution

Response:

The institution has designed curricula that cater to the developmental needs of its students. We reinvent consistently to maintain relevance with the ever-changing needs of industry, society and academia. As an autonomous college, we ensure that the curriculum is revised every three years. Outcome Based Education was implemented from the academic year 2021-22. Globally sought after Graduate Attributes have been identified by the IQAC of our institution along with the programme outcomes and learning outcomes. The IQAC has helped the departments crystallize their Course Outcomes by coming out with a useful resource in the form of an OBE Manual which serves as a ready reckoner for all departments as they revise their curricula.

A few examples are in order here to evidence the alignment of our POs and COs with our Graduate Attributes. For instance, the Hindi department offers a course in "Mass Media in Hindi" in semester four where its PO3 is Reasoning ability and Rational thinking which trains learners to think rationally and analyze socio-cultural-legal issues with decisive responsibility that promote community welfare. These are aligned with CO4 to evaluate the social, political, cultural & Psychological impact of Mass Media in rural & urban India, to learn to create content suitable to the nature of society & the various platforms of Mass Media, to gain a basic understanding of Fundamental rights & the use of RTI as a tool of change & social justice.

Another example that showcases the alignment of the POs with the COs is offered by the Computer Science department. PO6 of the BSc CS Course in "Soft Skills Development" (offered in semester 1) focuses on how to apply scientific information with sensitivity to values of different cultural groups and disseminate scientific knowledge effectively for the upliftment of the society. The corresponding CO2 focuses on understanding the importance and type of communication in personal and professional environments.

The Department of Commerce also offers a course in semester 1 in "Foundation Course- I" where its PO8 which focuses on the ability to express and apply the knowledge gained to solve problems related to specific business situations and transactions is aligned with CO1, CO3 and CO4. These COs focus on appreciating the pluralistic nature of Indian society with reference to diversity, explaining the complex features of inter-group conflicts and their manifestations in Indian society and discussing the complexities of the Indian Political System and assessing its role in bringing

about peace and harmony in society.

A colour coding system was used to highlight how the departments align their Course Outcomes (COs) with syllabi relevant to local, regional, national and global developmental needs. The interdisciplinary nature of these graduate attributes aligned with our POs and COs is reflected in the samples of such syllabi with yellow highlights reflecting the relevant units from have been uploaded on our website under the NAAC SSR Criterion 1 Tab (1.1.1).

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.1.2

The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

The SIES is committed towards helping their stakeholders rise with education. Updated curricula and programmes with a focus on employability are regularly evaluated by every Board of Studies instituted for the purpose and passed by the Academic Council. The institution has designed curricula that cater towards bridging the gap between academia and the industry. Upon suggestions from alumni and the feedback received from our stakeholders, some new programmes such as BSc and MSc Data Science were introduced to upgrade and update skills.

A few examples are in order here to evidence the alignment of our POs and COs with our Graduate Attributes. The fourth PO and the eighth PO of the BA Economics Programme focus on integrating the contextual knowledge in an interdisciplinary framework by exercising the analytical skill, research ability, creativity, for employability and collaborating with industries and demonstrating the ability to keep evolving in life-long learning and upgrade with the changing global and technological advancements. The corresponding CO1 and CO2 focus on the understanding of various data collection techniques and tabulation methods and the application of statistical tools of central tendency & dispersion. Both the BMS as well as the Commerce Departments have been consistently offering the Tally Course to their students to add to their skill sets and ensure that the graduates are fully competent to meet the needs of the industry.

The Centre for Excellence coordinates various skill-based courses to ensure that our graduates keep updating themselves and benefit with soft skills required to meet industry standards. SIES College has partnered with the National Programme for Technology Enabled Learning in association with IIT Madras funded by the HRD Ministry powered by Google since 10th December

2015 as its Local Chapter. The total number of examinees from 2018 to 2023 is 1749 students and we have 100 toppers in various courses.The SIES Local Chapter has been rated with A graded rating twice and has been active throughout from 2018 to 2023. Students from Arts, Science and Commerce stream equally participate in NPTEL courses and have brought laurels to our institution.

In addition to this, departments such as Hindi offer a Translation Course from Hindi to English and Vice Versa that enables learners to work as translators in Nationalized Banks which recruits such linguistically competent officers. The Advanced Diploma in Medical Laboratory Technology consistently ensures that their learners intern mandatorily with hospitals and/or clinical laboratories for at least 6 months thus enabling placements.

A colour coding system was used to highlight samples of departments with syllabi relevant to employability, entrepreneurship and skill development. These samples with blue highlights reflecting the relevant units from the departments of BAMMC, Botany, Commerce, Computer Science, Data Science, Economics, English, Information Technology, Mathematics, Philosophy, Politics and Zoology have been uploaded on our website under the NAAC SSR Criterion 1 Tab (1.1.2).

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 20.91

1.2.1.1 **Number of new courses introduced during the last five years:**

Response: 247

1.2.1.2 **Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :**

Response: 1181

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	[View Document](#)
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

For the holistic development of the students the institution consciously integrates awareness of Gender, Ethics, Human Values, and Environmental sensitivity into the curriculum. These areas are taught across streams. A few illustrative examples are in order here.

The Philosophy department offers courses such as Introduction to Greek Ethics and Modern Ethical Theories to strengthen the moral fabric of our stakeholders. The FYBA Moral Philosophy course trains students to examine the need for moral decision making and Environmental Ethics in TYBA helps learners determine eco-philosophical ideas. Ethics and values are integrated into the FYBCom Business Communication Course to foster an understanding of ethical practices. The BCom Programme also has a compulsory course in Environmental Studies for all students at the FY. The MSc programme in Bioanalytical Sciences offers a course on Proteomics, Bioinformatics, and Environmental Issues. Also, the BSc. Computer Science and IT programme has a compulsory course titled 'Green Computing' to sensitise the students about how technology can be used without disturbing the environmental balance. The Data Science department offers a course in Soft Skill development which focuses on ethical values. The BAMMC offers a course in Media, Gender and Culture that critiques the portrayal of women in media and sensitizes learners by promoting awareness of gender and human rights. Another course that they offer is Introduction to Advertising which introduces learners to ethics in advertising.

Gender, Human Values, Environment and Sustainability and other value frameworks enshrined in Sustainable Development Goals and NEP 2020: The BA English Literature course in the Third Year includes a paper on Literature and Gender. It explores various schools of feminism, patriarchy, helps them identify gender bias and sensitizes them toward the need for a more gender-balanced society. In addition to this, the TYBA Economics Programme offers, as one of its

electives, a course in Environmental Economics. A BSc. Programme in EVS was introduced in 2022-23.

Through subjects such as the Foundation Course, which is a compulsory paper in the first year and second year of the BA, BSc and BCom programmes, learners are introduced to environmental sustainability, ethical practices and human values. Courses offered by the Department of Politics such as Political Values and Ideologies which deal with the impact of caste, religion and gender on contemporary Indian Politics ensure that our learners are politically correct in their communication as aware and active citizens of the future.

A colour coding system was used to highlight how the institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and NEP – 2020 into the Curriculum. Samples of such syllabi with green highlights reflecting the relevant units have been uploaded on our website under the NAAC SSR Criterion 1 Tab (1.1.1). In addition to this a data sheet reflecting how exactly these cross-cutting issues are integrated into the institutional curriculum has been created and uploaded as additional information in the same tab.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.

Response: 111

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 (data template)	[View Document](#)
Evidence of course completion, like course completion certificate etc	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 40.38

1.3.3.1 **Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 21

1.3.3.2 **Total Number of programmes offered (without repeat count) during the last five years**

Response: 52

File Description	Document
Sample Internship completion letter provided by host institutions	[View Document](#)
Sample Evaluated project report/field work report submitted by the students	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Program and course contents having element of field projects / research projects / internships as approved by BOS	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 90.15

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
1519	1587	1518	1522	1558

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

2022-23	2021-22	2020-21	2019-20	2018-19
1812	1722	1719	1625	1668

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document relating to sanction of intake as approved by competent authority	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 85.04

2.1.2.1 **Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
577	728	738	703	596

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
866	778	778	738	770

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

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

The institution has students coming from heterogeneous backgrounds, many of them being first

generation learners from marginalized sections of society. The college caters to students from the communities living in Dharavi - a slum in the vicinity of the college, as well as students from all over Mumbai. As a result of this, students with varied learning levels study in our college.

The learning levels of students are assessed based on their HSC marks at the time of admission to the First year. Apart from this, interactions in the classroom, mid-semester class tests, and assignments help the teachers identify academically weak and talented students. Students are given feedback to improve their performance in assignments. They are also encouraged to write answers to questions and get them assessed by the subject teachers. The College also has a system of academic mentoring in place, wherein student-mentees are allotted to teacher-mentors. The mentors meet their mentees at least once in each semester to discuss the academic challenges they are facing as well as to solve the queries they have about career growth, academic and professional skill development. These methods help the teachers understand the learning levels as well as differential learning needs of the students.

For the students who need additional guidance to do better academically, remedial lectures and bridge courses are organized. The College has set up a special cell named SIES Prajnya Vision Centre to cater to the needs of visually challenged students and students with learning disabilities. The center aims at creating a conducive learning environment for such specially-abled students. The College has appointed a dedicated staff member to look after the functioning of this center. This center makes readers and writers available for students with special needs. Notes in Braille and audio notes are made available to students by this center.

Learners who are academically good are encouraged to take up research projects under the guidance of subject teachers and present research papers at symposiums, paper presentation competitions organized by our college as well as other institutes. Students with high academic potential are encouraged to make models, posters, conduct live experiments and present them in the festival of the college- Utkarsh. Academically good students are also encouraged to do internships with renowned organizations. They are also encouraged to enroll for and complete NPTEL online courses organized by MHRD, Government of India. College has a special centre named 'Centre for Excellence'. This centre organizes various courses ranging from language proficiency courses for Indian and foreign languages, computer courses, self-enrichment programmes, online training for civil service examinations. Online skill development programmes such as 'Introduction to Financial Markets', 'Introduction to Financial Accounting', 'Diploma in Banking professional', 'Diploma in Tax Professional' were also arranged by the Centre. Availability of internship opportunities, NPTEL courses, and courses offered by Centre for Excellence of the College help students gain knowledge of the subject domain and develop required skills.

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2

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

Response: 40.95

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	[View Document](#)
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The institution believes that students are the most important stakeholders in higher education, and therefore, ensures that teaching-learning and evaluation methods are learner centric in approach.

- **Use of ICT-enabled tools:**

All the classrooms and laboratories in the College have LCD projectors and internet connection so that ICT-enabled tools can be effectively used while teaching. Tools like power-point presentations, Paint 3D, graphic tablet, Padlet, CHEMDRAW, Linux, Raspbian desktop, Keil, Xampp server, Bootstrap, Geogebra graphic, Calculator, Scorative, Google Jamboard are used to make learning effective. Teachers also used e-resources and techniques like You-tube videos, online portals, e-library, Vriddhi digital library, INFLIBNET, Shodhganga, Blogs, National Digital Library, NCBI, NPTEL. Few science departments made use of virtual laboratories (for example PhET interactive simulations, e-PG Pathshala) to make the practical's interesting and interactive. To inculcate research aptitude and enhance research skills amongst students, the teachers make extensive use of Google Scholar, PubMed, Research Gate, Science Direct. To make the teaching – learning process more interesting, interactive, and engaging, the teachers used special ICT tools like Mentimeter, Quizizz, Kahoot, etc. MS Forms and Google Forms were also used to check the students' understanding, assimilation and for their feedback. Google Classrooms, Google Drives, and One Drive were used to share the study and reference materials and for assignment submissions. Most of these tools and techniques were extensively used for online teaching during the pandemic. But their effective use has continued even after the pandemic.

- **Use of experiential, participative and problem-solving methods used:**

The institution promotes the concept of 'learning by doing'. To ensure experiential learning, innovative teaching, and evaluation various techniques are used by the college. Different types of assignments including projects, essays writing, book reviews, conducting surveys, map marking, role play/skit, mock press conference are used. Students are encouraged to participate in classroom discussions. They are given case-studies or topic-related problems to work on. Students are shown films and documentaries related to the topic to be taught and have discussions based on them. Students are encouraged to take up research projects or work on real-life case examples to learn applications of theoretical knowledge, which help them to develop not only problem-solving skills but also offer them an opportunity to learn from this experience. Many departments take students for study tours and field visits where they get a chance to observe processes carried out in organizations and interact with experts from industries. Some departments also offer internship opportunities for students. Internships give an opportunity to have hands-on experience to learn the concepts in the syllabi. Departments also organize students' symposia, conferences, seminars, workshops and encourage students to actively participate in them.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

The institution has always emphasized and recognized the role of 'teachers as mentors' and therefore has adopted and executed effective mentor-mentee schemes and initiatives to address academics and student-psychological issues. In this context, the initiatives, practices adopted by the institution are as follows:

- Remedial coaching sessions are conducted for academically weaker students to not only help them perform well in the examination, but also to bring them at par in academics with other students

- Advanced learners are encouraged to enhance their academic performance and motivated and to achieve new milestones by making paper presentations, symposiums, hold exhibitions, research projects, work on real-life case, editorial committee of college magazine and other departmental publications. They are mentored and groomed to participate in Interuniversity Research Festival 'Avishkar' and Intercollegiate Research Meet 'Jigyasa'

- **Bridge lectures/courses are organized for the students to bridge the academic gap between school and graduate level learnings.**

- **Personalized coaching, doubt resolving, and academic counseling is provided by faculty on a one-to-one basis as per the requirements of the students.**

- **Lectures/Tutorials to improve communication skills are organized especially for students who are first generation learners, so that it improves their confidence and enhances their communication and presentation skills.**

- **Guest lectures by eminent speakers are organized to broaden the students' perspectives about the subject.**

- **Career guidance sessions are regularly held to develop skills essential for higher education and employability.**

- **Interactive sessions with alumni are organized for the students to motivate and guide them in research, higher studies, and career.**

- **College has an entrepreneurship center and skill hub, named, "Nirmiti Kendra", under which students are given guidance and mentoring for becoming potential entrepreneurs by relevant experts in the form of brainstorming sessions, orientation seminars on topics such as preparing business plans, pitching ideas, incubating ideas, initiating start ups**

- **Professional and qualified in-house counselor is available on premises to help the students in personal and career counseling, monthly reports are maintained by the counselor and regular feedback is communicated to the college principal.**

For visually challenged students and divyang students, a coordinator at the Prajnya Vision Centre acts as mentor and point of contact between students and teachers to address the academic and other issues faced by these students. For example: providing facilities such as braille texts, relevant computer software's, and educational resources, besides arranging for readers and writers for these students.

File Description	Document
Upload any additional information	[View Document](#)
List of Active mentors	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.3.3

Preparation and adherence of Academic Calendar and Teaching plans by the institution

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.

Response:

As an autonomous college, our institution prepares an academic calendar at the beginning of each academic year and ensures adherence to this academic calendar for activities related to teaching, learning, co-curricular, extracurricular activities and evaluation. The preparation and adherence of academic calendar is in accordance with the guidelines of University of Mumbai and University Grants Commission. A schedule for internal and semester end examinations inclusive of internal assignments, theory examination, and practical's/tutorials are included in the academic calendar and displayed on the college website for the perusal of students. The institution conducts an orientation program at the beginning of academic year for students and accompanying parents across all streams, whereby they are informed about the academic calendar along with other relevant information regarding the teaching plans inclusive of teaching-learning pedagogy and different methods of evaluation.

The academic plans inclusive of teaching-learning activities, prepared at the institution level comprises of the following initiatives:

- A master timetable for individual faculties is created and distributed to all departments by the Timetable Committee. The respective department/faculty head, then based on the information plans and prepares the department timetable inclusive of lectures/ practical /tutorials and it is shared with concerned students besides being displayed on department noticeboards.

- Academic planning also considers, education/industry visits, field visits, study tours, excursions, thereby, ensuring that the academic curriculum is not affected and completed within the duration of academic term.

- The planning of co-curricular activities and college festivals is done in the beginning of the year to balance academics with extra-curricular activities.

- College conducts examinations with an examination pattern of 60:40, involving two components of assessment, 60 % weightage for semester end examination and 40% weightage for continuous internal assessment.

- Exam timetable, examination pattern and evaluation process are discussed with students during orientation program and by teachers with reference to their respective subjects before the commencement of the examination.

- The Examination Committee prepares the Examination Calendar at the beginning of each semester, and ensures it is publicized on all respective portals of information.

- The schedules for the meetings of Board of Studies, Academic Council, College Development Cell, Finance Committee and IQAC is prepared in the beginning of the year and adhered to.

File Description	Document
Upload any additional information	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 79

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
147	139	136	132	129

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

Response: 51.19

2.4.2.1 **Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**

Response: 43

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	[View Document](#)
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 14

2.4.3.1 **Total teaching experience of full-time teachers as of latest completed academic year**

Response: 1358

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.4

Percentage of full time teachers working in the institution throughout during the last five years

Response: 79.25

2.4.4.1 **Number of full time teachers worked in the institution throughout during the last five years:**

Response: 84

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 53.2

2.5.1.1 *Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
65	53	64	44	40

File Description	Document
Result Sheet with date of publication	[View Document](#)
Policy document on Declaration of results (if any)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Exam timetable released by the Controller of Examination	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.2

Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 1.17

2.5.2.1 **Number of complaints/grievances about evaluation year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
61	48	0	0	118

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3868	4031	4100	3721	3709

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.3

IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution

Describe the examination reforms with reference to the following within a minimum of 500 words

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

Response:

The institution has integrated Information Technology in the examination procedures and processes including Continuous Internal Assessment and Formative Assessment as follows:

Examination procedures:

- **The Examination Committee constituted as per the University norms, is a statutory body. Principal is the Chief controller of examinations. The committee comprises of the Controller of Examinations, deputy controllers streamwise and at least 10 senior teachers**

representing all streams.
- The committee prepares an examination calendar in the beginning of each semester, which is conveyed to the teachers and students.
- The examination room is equipped with sufficient photocopiers, printers, and computers. The facility is secured under CCTV surveillance. Admission to the facility is restricted to maintain confidentiality.

Examination Reforms under Autonomy:

- Under Autonomy, the examination pattern was revised as 40% Continuous Internal Assessment and 60% External Assessment.
- Continuous Internal Assessment (CIA): It is a Formative Assessment to provide ongoing feedback to monitor student learning,
- Summative assessment: The objective of summative assessment is to assess student learning at the end of an instructional unit. It involves conducting semester end examinations involving descriptive type of questions.
- The Examination Committee assigns supervision duties to teachers, makes seating arrangement for the students, decides deadlines for submission of assessed answer books, mark sheets and declaration of results within the stipulated time.
- Examination schedules are conveyed to the teachers and students through notifications on the institutional website, through emails, MS Teams and WhatsApp groups.

Integration of Information Technology in Examination Processes:

- The institution integrated use of IT through an ERP software called 'JUNO' and its use as Learning Management System (LMS) during lockdown period of pandemic. Semester end exams were conducted online using this ERP. Examination papers were set-in Multiple-Choice Questions (MCQs) mode as well as descriptive mode. Practical examinations were conducted in the form of MCQ, short note answers uploaded in Microsoft teams or Google Classroom and online viva voce.
- The Result processing and mark list preparation is done through a dedicated software 'Graded'. Teachers login into the Graded portal and upload marks of various examinations.The final consolidated result as well as mark lists are prepared by Graded.

IT Integration in Continuous Internal Assessment:

- The CIA comprises of a compulsory mid semester examination involving class-tests and various assessment tools like Presentations, Projects, Report writing, reel making, Case studies, seminars.
- A dedicated LMS- MS Teams is used to form student teams. Periodical assignments are uploaded in MS teams for students. They upload their presentations and assignment in team for evaluation.
- MS Teams meetings and breakout rooms are used to conduct student seminars and discussions.
- Online class tests are scheduled in teams using Microsoft forms/ google forms, as a part of CIA.
- The online tools like Quizziz, Mentimeter are used to get an instant feedback of students in classroom. It helps students to develop critical thinking and analytical reasoning besides

improving their communication skills.

File Description	Document
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

The curriculum of different programmes taught in the institution comprises graduate attributes in the form of programme outcomes (POs), programme specific outcomes (PSOs) and course outcomes (COs) or learning outcomes. The institution has taken initiatives to ensure that the learning outcomes are integrated into the assessment process and widely publicized through the institutional website and other documents. It has taken initiatives to implement Outcome Based Education (OBE) for all the undergraduate programmes from the academic year 2021-22.

To sensitize the teachers about objectives and implementation of Outcome Based Education, the activities conducted were as follows:

- **Institutional Vision, Mission and Quality Policy were drafted by the Institution Head and communicated with the teachers and students through college website and meetings.**

- **The Internal Quality Assurance Cell (IQAC) prepared an OBE Manual, which was shared with teachers to orient and guide them regarding framing of the Program and Course outcomes.**

- **Webinars to sensitize teachers about OBE and to help them in understanding graduate attributes were conducted. They were guided in framing of POs, PSOs and COs. Brainstorming sessions of teachers were organized to crystalize the learning outcomes.**

- **Workshop on 'Setting effective Question Papers using Bloom's Taxonomy' was organized for teachers to understand how to integrate Course outcomes with assessment.**

- **POs, PSOs and COs were approved by the Academic Council.**

- **POs, PSOs and COs for all programmes are well defined and are publicized on institutions website.**

- **Students are made aware of the relevance of the learning outcomes incorporated in their syllabi**

The institution inculcates the graduate attributes to 'develop skills' and 'refine attitudes' in students by encouraging and motivating them to participate in the following activities:

- **Developing leadership skills, and motivating students to become the agents of social change through activities of NSS, NCC, Rotaract.**

- **Workshops, seminars related to gender sensitization, women empowerment, environment conservation, right to information**

- **Literary, fine arts, performing arts, intra- and inter-collegiate competitions, and research meets**

- **Community outreach programs to create social awareness through rallies, street plays, skits**

- **(for example, activities such as awareness about health and hygiene, planting trees, and making compost pit)**

- **Creating awareness and sensitizing students to the needs of underprivileged sections of the society**

- **Equipping students with global competency, value added skill enhancing courses on IT, foreign languages, soft skills, and personality development**

- **Instilling moral, ethical and civic values through syllabi of Foundation Course and Politics, and activities conducted by Value Lab.**

- **Respecting diversity and ethnic culture of the nation by organizing traditional day, celebrating various Indian festivals to promote cultural ethos and mutual understanding**

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6.2

Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)

Response: 80.1

2.6.2.1 **Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

Response: 998

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 2.85

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Institute has a well-defined research policy. Research Advisory committee (RAC) is instrumental in implementation of its research policy. RAC jointly with IQAC, periodically proposes the requisite upgradation of infrastructure and suggests activities to foster research and innovation. In 2022-23, RAC was rechristened to Research Advisory and Ethics Committee (RAEC). Emphasizing research quality and ethics, RAEC drafted the code of ethics in research. Going beyond the realms of academia, the institute engages with industry for enhancing access to expertise and resources and is committed to collaborative, high quality, interdisciplinary and ethics-driven research culture.

- **Upgradation of research facilities:**

- With the help of RUSA grant (INR 5 crores), existing laboratories and PhD centers were upgraded. New well-equipped and state of the art laboratories for Bioanalytical Science and Psychology were developed.

- Library was renovated with the latest technology (new RFID system, modern shelving system and new cataloguing for effortless navigation)
- Renovated multimedia room and virtual classroom ensure seamless live streaming of events thus facilitating online dissemination of knowledge.

- **Promotion of research:**

- Institute has adequate budget provision for research.

- RAEC actively engages in drafting proposals for various government schemes and grants
- RAEC along with IQAC facilitates programs to instill research and entrepreneurship fervor. In the last five years, various national and international conferences/webinars, and more than 50 activities, related to research methodology, intellectual property, and entrepreneurship were conducted in collaboration with research centres, and government and non-government organizations.
- JIGNYASA, the research hub, organizes intercollegiate competitions to inspire students to inquiry-based learning. Students are mentored to participate in research conferences and conventions, with an interdisciplinary approach.
- As per the managing council's policy, teachers are rewarded with cash incentives/awards for original research publication, funded research project or completion of PhD.

- Institute follows a systematic process for quick disbursal of sanctioned project funds.
- Standard operating procedures ensure quality and integrity in research

- **Achievements**:

- Institute's mission to strengthen undergraduate science education as a foundation for research was supported by grant received under STAR DBT scheme (INR 80,00,000/-). Further, FIST grant of INR 95,00,000/- equipped and enabled research in science and technology.
- Institute boasts of 11 PhD centres (03 Arts & Humanities; 07 Science) with 17 recognized guides, 27 registered scholars (18 in last 5 years) and award of 06 PhD degrees.
- 01 Major (UGC) and 05 Minor projects, amounting to a total grant of INR 15, 50,632, were completed.
- Award of Teachers Associateship for Research Excellence (TARE) with financial support of INR 18,30,000 by Science and Engineering Research Board (SERB, DST) and mentorship from CSIR, NCL-Pune, exemplifies collaborative research.
- 80 peer reviewed publications (47 UGC CARE/SCOPUS indexed), 40 books / chapters in edited volumes, and above 240 citations is evidence of high standards in research.
- Institute has developed formal and informal collaborations for training, internships and research projects. Partnership with industry led to corporate funding of INR 8,00,000/- for development of postgraduate laboratory in the prospective subject of food and nutraceuticals.

File Description	Document
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

3.1.2

The institution provides seed money to its teachers for research

Response: 0

3.1.2.1 **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Sanction letters of seed money to the teachers is mandatory	[View Document](#)
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 2.38

3.1.3.1 **Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

Response: 2

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copies of the award letters of the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government

and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 586.0063

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	[View Document](#)
Institutional data in the prescribed format (data template is merged with 3.2.2)	[View Document](#)
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0.07

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

Response: 6

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.1)	[View Document](#)
Copies of the grant award letters for research projects sponsored by government agencies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 17.53

3.2.3.1 **Number of teachers recognised as research guides as in the latest completed academic year:**

Response: 17

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	[View Document](#)

3.3 Innovation Ecosystem

3.3.1

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:

Institution has created an ecosystem for innovations and has initiated the process for creation and transfer of knowledge.

1.Nirmitee Kendra:

Nirmitee Kendra-the Entrepreneurship Cell and Skill Hub was digitally launched (under the aegis of RUSA), by the honorable Prime Minister on February 3rd, 2019. With a vision to develop skills among students and creating successful entrepreneurs, several seminars, workshops, and competitions were conducted in collaboration with industry experts and entrepreneurs.

Following are the highlights of the activities conducted:

- Skill-oriented workshops/courses on Nature Aqua-scaping, Vertical Gardening, Soft skills, etc.
- Seminars and guest lectures: 'Innovation and Entrepreneurship -for teachers and students', 'Ideas/Innovation for Start Ups, Funding and More', 'Establishing a startup 101' etc.
- Competitions and idea pitching boot camps titled 'Innovatia-Phase I and II', 'Millionaire in making' and 'Inicio-find your path', etc., aimed at preparing students to develop their business ideas.

2.Center for Excellence:

Envisaging the need to train students professionally and to enable them to earn while they learn, the 'Center for Excellence- A center to meet your professional needs', was instituted in the year 2008.

Since then, it has offered diverse value added, skill-based, and career-oriented courses. Language proficiency (Indian and foreign languages), Computer skills, creative writing, web designing, computer hardware and networking, candle making, and creative art are some of the courses conducted by the center.

3. Various departments also contributed to fostering the research and innovation ecosystem by collaborating with research centers, industry, and professionals to conduct skill development and training workshops related to research methodology, R tools, analytical techniques, bioinformatics, food quality assurance, and waste management.

To promote awareness about intellectual property rights and to enable students to strategize intellectual property (IP), institute has consistently organized programs in the form of guest lectures and seminars involving IPR experts. To mention, is a National webinar on IPR facilitated by the Internal Quality Assurance Cell and an intercollegiate seminar organized in collaboration with National Intellectual Property Awareness Mission (NIPAM), Government of India.

Outcome:

A business environment that works towards innovation, development, deployment or commercialization of new products and services driven by technology or intellectual property, is initiated. Skill development activities and programs related to research methodology and research tools stimulated critical thinking and nurtured interdisciplinary approach to learning. Seminars and lectures provided students the platform to directly interact with industry professionals. Through competitions and brainstorming, Institute provided opportunity to prospective students to pitch innovative ideas and understand the process to transform an idea into a business model.

- The following startup projects were sanctioned seed money from RUSA grant.

- The Speaking Dumpster (Rs. 60,000/-)
- Mini Spectrophotometer (Rs. 45,000/-)
- Smart Switch Board (Rs. 60,000/-)
- Hire Value (Rs. 31,000/)
- Fog Handwash machine (RS. 25,000/-)

- Seed funding of Rs.1,00,000 was sanctioned to 'AaharNutra', an enterprise initiated by students of Post Graduate Diploma in Food Technology and Nutraceuticals, for 'Iron Bytes' a food product developed to combat iron deficiency anaemia.
- 'UV-Covid box & UV-Covid lamp' project received marketing support from StemLearning Private Limited

File Description	Document
Upload any additional information	[View Document](#)
Link for Any other additional information	[View Document](#)

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

1. **Inclusion of research ethics in the research methodology course work**
2. **Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
3. **Plagiarism check through software**
4. **Research Advisory Committee**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	[View Document](#)
Constitution of the ethics committee and its proceedings as approved by the appropriate body	[View Document](#)
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	[View Document](#)
Bills of purchase of licensed plagiarism check software in the name of the HEI	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years

Response: 1.59

3.4.2.1 **Number of candidates registered for Ph.D during the last 5 years:**

Response: 27

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	[View Document](#)
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.3

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

Response: 0.61

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

Response: 51

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View 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 paper published in journals listed in UGC CARE list	[View Document](#)
Link re-directing to journal source-cite website in case of digital journals	[View Document](#)

3.4.4

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 0.48

3.4.4.1 **Total Number of books and chapters in edited volumes published during the last five years**

Response: 40

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format (data template)	[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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

3.4.5

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 15.53

File Description	Document
Bibliometrics of the publications during the last five years	[View Document](#)
Any additional information	[View Document](#)

3.4.6

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution

Response: 12

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document](#)
Any additional information	[View Document](#)

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 0

3.5.1.1 **Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	**View Document**
Letter from the beneficiary of the consultancy along with details of the consultancy fee	**View Document**
Institutional data in the prescribed format (data template)	**View Document**
CA certified copy of statement of accounts as attested by head of the institution	**View Document**
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words

Response:

The institute is committed to fostering societal responsibility and community service among its students

through NSS, NCC, Rotaract Club, Gender sensitization Cell and Value Lab. These groups collaborate with government and non-government organizations to conduct programs that promote community health, social equity, environmental sustainability, national security, and social values.

Health-related community service:

Institute participated in numerous health initiatives, such as national immunization campaigns, blood donation camps, and stem cell registration drives. In collaboration with the Municipal Corporation of Greater Mumbai (MCGM), polio vaccine was administered to about 400 children. During 2021-22, institute organized two COVID-19 vaccination drives with the support of MCGM and associated hospitals, facilitating immunization of college staff, students, their families, and residents. Blood donation camps were regularly conducted in association with municipal/charitable hospitals and non-profit organizations.

Environment-related:

Supporting the Swachh Bharat Abhiyan, institute organized several cleanliness drives in nearby public areas. Under the "Puneet Sagar Abhiyan" initiative, NCC conducted beach and mangrove clean-up drives, emphasizing preservation of the mangrove ecosystem and marine resources. Environmental awareness activities included tree plantation drives, demonstration of composting at an ashram school in Gothegar(Thane), innovation on recycling and reuse of plastic and e-waste collection.

Social equity and inclusion-related:

The Rotaract Club of SIES actively engaged students in programs that promote social equity and inclusion. "Talent Dikhlaaja", flagship project, provides a platform for differently-abled children to showcase their talents and build confidence. Other notable programs include "Akanksha," a cultural fest for underprivileged children; "Juvenile P" and "Udaan," which focus on the education of underprivileged girls; "Manavta"-wheelchair basketball tournament; and "Chaturanga"- chess competition for the visually impaired.

Self-defense and national security-related:

NCC, in collaboration with 1 Maharashtra Battalion, organized "Aabhishan," a weapon exhibition honoring alumnus PVC Major Ramaswamy Parmeshwaran, aimed at instilling patriotic fervor and motivating youth to contribute to national security. The NCC also conducted self-defense workshops and capsule training program to prepare students for the Armed Forces SSB (Sashastra Seema Bal) selection.

Other outreach activities:

- Health Check-up camp at adopted village, Kawathewadi and at ashram school at Gothegar.
- Menstrual hygiene awareness program for housekeeping staff by Gender Sensitization Cell.
- AIDS, thalassemia, and cancer awareness through street plays, and rallies.
- Science exhibition by science departments on National Science Day, to encourageinquisitive and analytical thinking.

Outcome :

Collaborative efforts with government bodies and other organizations have built trust and cooperation, leading to sustained community engagement. For students, engaging in community service instilled a sense of empathy and civic duty and led to holistic personal growth.

- 'Green Certificate' - Eco Friend Industries for E-waste disposal facility (2018-19).
- 'Swachh Vidyalaya Puraskar'- District level award from department of School Education & Literacy Ministry of Education (2021-22).
- Rotaract Club of SIES ranked fourth among 112 clubs in Mumbai by Academy of Awarding Rotaract Achievements.

- Certificate of Outstanding Project for ECO BRICKS- Rotaract Achievements.
- Participation of students (NSS & NCC) in Republic Day Parade, New Delhi.
- Commissioning/Joining of NCC cadets in Indian army and Merchant Navy.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

3.6.2

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

Response: 152

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

2022-23	2021-22	2020-21	2019-20	2018-19
38	28	26	30	30

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 (data template)	[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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

3.7 Collaboration

3.7.1

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: 45

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 (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

1. **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
2. **ICT – enabled facilities such as smart class, LMS etc.**
3. **Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

Response:

SIES College stands as a beacon of dynamic educational excellence with a campus covering 25,000 square feet. The curriculum encompasses 17 aided and 24 self-financed programs at the undergraduate and postgraduate levels, and 11 Ph.D. programs, creating a rich tapestry of learning opportunities for its student community.

Central to the institute's commitment to academic excellence is its state-of-the-art infrastructure. With the introduction of new courses, the campus has upgraded to 34 classrooms with ICT facilities and LCD projectors and added laboratories counting up to 32, 13 of these equipped with LCD projectors, fostering an environment conducive to usage of latest teaching learning technology allowing experiential learning. 389 computers are available for staff and students usage. The Auditorium, Boardroom, Multimedia Rooms, Virtual Room are fully equipped. The Boardroom is not only used for meetings but also to conduct workshops. Many events like Orientation sessions conducted in the auditorium are simultaneously aired in the Multimedia rooms. The Psychology classroom has been tailored specifically for hands-on lab experiments that enrich the academic experience for students. A dedicated Darkroom for Bachelor of Mass Media department provides students with a space for their practical and industry-relevant coursework.

This holistic approach to education extends to the fully automated, air-conditioned library that caters seamlessly to both physical and digital resource needs. It includes a dedicated Ph.D centre with storage facilities. E journals are also available to students. The Prajnya Vision Centre offers specialized support for visually challenged students. The inclusive approach extends to physical infrastructure, with ramps strategically placed in the ground floor and entrance for Divyangjan students.

The institution takes pride in its 1250 square foot herbal garden with a diverse array of 150 plant varieties; this garden supports the academic endeavors of horticulture students, enhancing aesthetics of the infrastructure. There is also a vertical garden at the college entrance.

A large Quadrangle at the centre of the college and sports facility (Gymkhana) provide space for various cultural and sports activities. The NSS and NCC wing encourage holistic development of students with events such as bi annual blood donation drive held in the Gymkhana, Shakti

Pradarshan an annual event of NCC, street plays practice sessions held in the college quadrangle. The Rotaract Club and Leo Club organize various socio-cultural activities and workshops in the premises. The popular annual inter- college fest 'Visions' and literary fest 'Utkarsha, events like Talent Mania, various association activities, sports, yoga and cultural events like Traditional Day, Mr and Ms Fresher and Formals Day, Elimination rounds for participant selection for Mumbai University Youth Fest are conducted in the Quadrangle, Auditorium, Gymkhana and the larger classrooms. The Gymkhana is well equipped for indoor games like Table tennis and Chess and actively used by students.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.1.2

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

Response: 49.88

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
9.756	7.147	2.067	517.169	574.058

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA 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 renovated, modern 'Prof. S. Ramanathan Library' on the second floor was inaugurated by The Hon'ble Governor of Maharashtra Shri. C. Vidyasagar Rao on 30th June 2018.

Stacking area contains an open access area for current and demanded collections and the closed access section containing compactors for the reference section and less demanded books ensuring optimum utilization of space. Periodicals display section is also housed in this area. On an average 800 books are added yearly to the library collection and the library subscribes to 140 periodicals of these 14 are e-journals and 8 newspapers.

The library also has institutional membership to American Library, Bombay Natural History Society, and Monthly Economic Development Council.

The Reading Section is air-conditioned and has a seating capacity of 160 at a time. Separate Cabins are provided for staff and Ph.D students along with storage space for the Ph.D. students. The Reading Hall has a screen and overhead projector for display of notices, new additions and other information. Free Wi-Fi and internet access, computers for searching the OPAC, preparing projects and for study purpose are also available to all library members. A dedicated Photocopying section with color photocopying facility is also available

Notices, Newspaper clipping and articles of current topics of interest are displayed on the notice board at the entrance of the library. As and when required damaged books are withdrawn with consent of authorities.

Library is automated using KOHA version(21.11.09.000, the entire) library data is hosted in cloud and can be accessed through the college website as well as through the QR code provided to the users. The opening page contains

- Screen savers of new arrivals - to bring the new acquisition to the attention of the Readers.

- Display of notices

- Details of the library containing Library History, details of Functional Sections, Rules and Regulation of the Library, details of Resources, Best Practices and a Gallery of Library photographs.

- Links to open access E-Resources are provided under the heading of newspapers, book, journals, Databases such as Inflibnet (NList) and NDLI and theses.

- Link to SIES Digital Library is provided contains

- Digitized copy of College Magazines from inception till date

- **Past Question papers and Syllabus**

- **Materials on Entrance Exams such as CAT, CFA, GMAT and GRE**

- **Book self - containing links to books pertaining to various topics of interest to the users**

- **To access various sites of importance links are provided under the Quick links e.g. University of Mumbai Website, UPSC, Swayam Portal, Google scholar, etc.**

- **"Ask a Librarian" is provided so that users can ask their queries and provide suggestions**

The circulation is fully automated using barcodes, biometric and RFID. On an average the library usage is about 600 per day.

Link : http://sieswlibrary.ourlib.in/

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 2.02

4.2.2.1 **Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
9.908	9.162	4.565	11.520	9.794

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

The institution has a well-defined IT policy laying down the uses of IT infrastructures for the stakeholders. The college office, departments, laboratories, library, and browsing centers are installed with computer hardware and relevant software.

To facilitate teaching-learning, various components of IT infrastructures related to hardware, software, and peripherals are upgraded and expanded at regular intervals. Sufficient bandwidth for the internet is ensured for seamless usage of the internet and computer facilities available within the institution.

Internet connection details 2022-23 (latest completed year)

1. **Internet Bandwidth Speed: -**

    1. **30 MBPS for Administrative use**

    2. **100 MBPS Bandwidth Speed for Laboratories (students usage)**

        3. **JIO Leased LINE speed: - 20MBPS for Wi-Fi.**

Total speed: - 150 Mbps

WI-FI Module - TP LINK EAP 245

Service Provider - SAI VISION

1. **Locations equipped with WI-FI Module**

2022-23	Ground Floor	Office, ICE, IQAC Room, Board Room, Auditorium
	Second Floor	Library, Ph D Centre (Humanities)
	Third floor	Academic Staff Centre, Zoology
	Fourth floor	Information Technology (IT), Computer Science, MSc CS, MSc IT, Lab, Junior IT LAB, Biotechnology, Microbiology

There are 16 WIFI points (2022-23) and a well-maintained server room to provide internet assistance for teaching-learning. Faculties have been given access to Wi-Fi passwords to use the internet in the classrooms to enrich teaching by accessing the relevant websites for respective courses, for student evaluation of presentations, conducting webinars, and guest lectures. It also assists in conducting examinations and result compilation.

1. **Server details :**

Lenovo/Think System ST550/Intel(R) Xeon(R) Bronze 3106 CPU @ 1.70GHz (8 CPUs), ~1.7GHz/16GB RAM/2TB HDD/250 GB SSD HDD

Devices have the latest version of antivirus and retain the setting that schedules regular updates of virus definitions from the central server. The IT facility is equipped with Firewall security, email, web, and application servers which are manned by a full-time technician.

Upgradation details of Computer Facilities

Year	2018-19	2019-20	2020-21	2021-22	2022-23
WIFI Module implementation date	1-04-2018-	1-04-2019	1-08-2020	1-07-2021	1-07-2022
Available WiFi bandwidth	60 MBPS	60 MBPS	70 MBPS	120 MBPS	150 MBPS

No of computers available for students	197	205	208	212	228

Usage of IT facilities (Internet connection)

The service of Microsoft Windows Education Volume License has been availed to facilitate the use of Outlook, Office 365, and LMS- Microsoft Teams. Institutional ID (id@sies.edu.in) has been created for faculties, office staff, and students for official communication, to conduct online lectures from premises when required, sharing of study material with students, collection of assignments and assessment, and conduct pre and post-examination work. Tally software is installed in Tally lab computers to enable practical learning for BCom and BMS students. Other relevant free software such as My SQL, and R Studio are also utilized by students in the Laboratories. The college has an active website ((http://www.siesascs.edu.in/) jointly managed by the academic staff of the institution. and the central IT department.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.3.2

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

Response: 17.42

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

Response: 228

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.3.3

Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development

Response:

The Institution provides physical infrastructures for developing and designing E- Content, recording of lectures and webinars for enriching students' knowledge for course content and beyond the classroom.

There are five locations with necessary hardware and software within the institute premise to help in the recording E content design.

1.   Centre for Excellence Laboratory on the ground floor provides the facilities for staff to record e-content. It is equipped with LCD projector, screen, Desktop and speakers and recording equipment (BAMMC department)

2. The Board Room on the ground floor is set up with Smart TV, LCD projector, screen, Desktop and speakers, video conferencing camera and WIFI. Lectures, Webinars, Presentations, can be recorded here.

3. Mini- Auditorium on the ground floor provides the facility of Fixed screen, LCD projector, speakers and WIFI. Lectures, seminars, conferences, interactive sessions can be recorded here.

4. Dark room on the ground floor is equipped with Photography Development Unit

5.   Virtual room on the fourth floor is equipped with a Desktop, Fixed screen, LCD projector, special podium, camera and WIFI facility. Online meets, National and international seminars, interactive learning sessions can be recorded here.

List of Softwares

Microsoft word, Microsoft power point, Micro soft Editor, Microsoft teams, Microsoft stream and other softwares such as CLIMPCHAMP, GIMP, CANVA, WINRA for recording, clipping, merging and animating videos for preparation of study material are available in the institution.

E-Content Developed by Faculties -

E content has been created by faculties for different classes and courses for active learning, assignment submission, in class poll and quiz . Faculty use institutional login ID to upload e-content

i.   on the college website's study material section (https://siesascs.edu.in/e_resources/download_notes.php)

ii. on MS Teams for which each teacher and student is given a login ID. (https://siescms.sharepoint.com/_layouts/15/sharepoint.aspx?login_hint=shrutip%40sies.edu.in)

The institution has a Channel Administrator and two Channel Moderators who upload recordings

of webinars, seminars, conferences and other E content in the institution's official You Tube channel for students and interested viewers.

(Link : https://www.youtube.com/channel/UCO6ri7uPnFVeJAov4pFZBQw)

Google classroom is also used by faculties to engage with students and notes sharing. Google Forms and Microsoft forms are used for the purpose of internal assessment. Faculties also use openly available platforms to upload their e content such as you tube, google-site , academia , Moodle etc.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[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

Response: 24.09

4.4.1.1 *Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)*

2022-23	2021-22	2020-21	2019-20	2018-19
137.254	79.231	77.498	123.692	118.4

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	[View Document](#)

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

The Infrastructure policy of the institution conveys the established systems and procedures for maintaining and utilizing physical and academic support facilities. Various statutory and non-statutory committees oversee and support academic and administrative activities of the college.

Utilization:

- **Allocation of classrooms, virtual rooms, boardroom, and the auditorium is recorded by the Timetable committee and office staff.**

- **Technical assistants of the fully equipped computer laboratories and Laboratory assistants of pure sciences and life sciences supervise the usage of laboratories and maintain stock registers for equipment purchased and discarded.**

- **Students enrolled are allotted slots by the course teacher approved by the Head of department, to use laboratories.**

- **The library employs a digitized system to track the usage of resources, issuing cards to students for borrowing reading materials. Enrolled research scholars avail the PhD center facility with permission from the respective faculty PhD guide and principal.**

- **Each staff and student is provided with individual institutional email IDs for official communication and teaching-learning purpose.**

- **The college office regularly updates the website for admissions, timetable, syllabus, examination, results, and upcoming events**

- **Identity cards are provided for the use of gymkhana, monitored by the Sports Director and Gymkhana attendants. A sports ground is hired for Sports Day.**

- **An application is made to the principal for booking the college quadrangle by respective association/ committee convenors and utilized by NSS, NCC, Cultural Association for various events like 'Lakshya' the inter-college NSS youth fest, 'Shakti Pradarshan' by NCC cadets, Yoga classes, sports practice sessions and cultural events like Traditional Day with approval.**

- **The 1250 sq. ft.of herbal garden is utilized and maintained by the Horticulture students under the guidance of respective teachers.**

- **The college canteen is operated by an external service provider. Healthy and hygienic food is provided to staff and students from 8 am to 4 pm in the canteen premises and also**

delivered to departments on different floors.

- **Students can directly approach the college counselor or under recommendation by a teacher, in her designated office for confidential counseling sessions.**

- **Usage of Prajnya Vision Centre by Divyangjan students is monitored by the college office incharge for such students.**

- **The uploads on the official You Tube channel of the institute are managed by the staff Channel Administrator and Channel Moderators.**

Maintenance:

- **Maintenance of premises is undertaken by hiring housekeeping staff, security, and pest control services, ensuring cleanliness, safety, and hygiene across the campus.**

- **The College has an Annual Maintenance Contract (AMC) for ensuring regular upkeep of equipment and infrastructure. Major repairs are separately accounted for in the Capital Budget (CAPEX).**

- **Regular physical stock-taking and weeding of damaged books are conducted by the library to maintain a relevant collection of books and journals.**

- **Technical assistants oversee the smooth functioning of laboratories, computers, and network facilities.**

- **The institution's website is maintained by the college office and central Technical team.**

- **Canteen committee meets the service provider to discuss issues of menu, hygiene etc. if any raised by staff and students.**

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[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: 7.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
368	345	247	227	232

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 (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

Various career counselling sessions organized play a crucial role in helping students navigate their academic and career paths effectively. The fact that 57 sessions have been conducted over the last five years reflects a proactive approach by the institution to address this critical need.

Students and parents are given stream-related career counselling during the admission at FY level that can help them to embark on their academic journey and make decisions that will shape their future. Career counseling at a Parent-Teacher Meeting for last-year students provides a valuable opportunity to involve parents in their children's career-planning process and provide them with guidance and support.

The pandemic has accelerated the adoption of e-counselling, expanding its scope beyond traditional mental well-being support to encompass various aspects of career counselling. In response to social distancing measures and remote learning requirements, counselling services have been transitioned online, making them more accessible and flexible for students. 11 online career guidance sessions were organized by the institution during the pandemic and 17 after the pandemic. The integration of e-counselling into career counselling services has represented a significant advancement in supporting students' holistic development and career readiness. A total of 4075 students benefitted by attending the career counseling sessions organized by the institution during the last five years.

The inclusion of pre-placement training has been instrumental in preparing students for the job market. Components such as resume writing, group discussions, and mock interviews are conducted in interactive group settings. This approach has ensured that students received individual attention while benefiting from collaborative learning experiences.

Department-led career guidance sessions like Study abroad; Skill enhancement, etc., and also alumni engagement initiatives have played a vital role in preparing students for successful careers and higher education. By leveraging alumni expertise and experiences, our institution has fostered a supportive learning environment that has empowered students to explore diverse career paths and capitalize on networking opportunities. Alumni contributions has enriched the educational experience, promoted lifelong connections, and enhanced placement outcomes for students, underscoring the enduring impact of alumni engagement on academic and professional development.

Exploring Opportunities Abroad:

Students are provided with detailed information about the various qualifying examinations required for admission to universities and colleges abroad. This includes examinations such as TOEFL, IELTS, GRE, GMAT, SAT, and others, depending on the country and program of interest. Information about scholarships, fellowships, and financial aid available for international students is provided during counselling sessions. This includes details about eligibility criteria, application procedures, and deadlines for various funding opportunities.

Mastering the Competitive Exams:

The specialized sessions are arranged to help students prepare for State and Central competitive examinations such as MPSC (Maharashtra Public Service Commission) and UPSC (Union Public Service Commission) and also for UGC-CSIR NET, SLET, etc. These sessions cover exam patterns, syllabi, preparation strategies, and tips for success, equipping students with knowledge and guidance. By offering targeted guidance, expert insights, and personalized counselling, the institution equips students with the tools they need to excel in competitive sectors and explore diverse career opportunities effectively.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

5.1.3

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, self-employment and entrepreneurial skills)
4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	[View Document](#)
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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 monitoring the activities and number of grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 31.09

5.2.1.1 **Number of outgoing students placed and progressed to higher education during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
461	475	338	300	330

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

5.2.2

Percentage of students qualifying in state/ national/ international level examinations out of the

graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 1.49

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
21	42	17	10	01

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years

Response: 24

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	2	1	9	3

File Description	Document
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

The Student Council plays a crucial role in advocating for student interests, organizing events, and representing student concerns to the administration. It provides a platform for students to engage with campus issues and contribute to shaping the college environment positively. Student representation on academic and administrative committees is also important as it allows students to provide input on matters related to curriculum development, policies, and campus operations. This involvement can lead to more student-centered policies and initiatives that enhance the overall student experience.

The Student Council at the SIES College of Arts, Science, and Commerce was established as per the university regulations, ensuring representation from every class based on merit from UG and PG classes. Additionally, the council includes members from NCC, NSS, Girls and the Gymkhana.

A General Secretary and supporting team are elected democratically from among these members. A committee of teachers plays a facilitating role within the Student Council, by engaging in regular meetings to plan activities and gather feedback and suggestions.

The Student Council takes an active role in organizing and carrying out theme-based events that align with the college's mission, vision, United Nations Sustainable Development Goals (UNSDGs), and University Grants Commission (UGC) mandates.

Student volunteers play a pivotal role in facilitating communication and coordination between the college administration, committees, teachers, and students. They actively disseminate important information from the college administration and various committees to all students, ensuring transparency and awareness across the student body.

The student members contribute to the following academic and administrative bodies:

- Internal Quality Assurance Cell

- College Development Council
- Gender Sensitization Cell
- Internal Complaints Committee
- Canteen Committee
- Cultural Committee
- Magazine Committee
- Gymkhana Committee
- Utkarsha Committee (Literary Festival)
- Visions Committee (Annual cultural Festival)
- Avishkar Committee (Student Research Convention by University of Mumbai)
- Nirmiti Kendra Committee (Entrepreneurship Cell and Skill Hub of the College)
- Jignyasa Committee (Student Research Convention by SIES College)

The Student Council is actively involved in the celebration of the following days:

- Guru Poornima
- National Teacher's Day (5Th September)
- Independence Day (15th August)
- Republic Day (26th January)
- National Sports Day (29th August)
- National Science Day (28th February)
- World Environment Day (5th June)
- Annual Sports Day
- Traditional day

Apart from College magazines, students contribute to periodic newsletters like:

- Skyline
- Gulmohar
- Life
- Caveat venditor
- Tatvam
- Historica

Additionally, students actively participate in departmental festivals, associations, and clubs, assuming leadership roles in planning and executing activities under the guidance of teachers. These initiatives served as invaluable opportunities for students to cultivate essential skills including communication, teamwork, organization, leadership, problem-solving, budgeting, and sustainability.

Various student-led associations such as NCC, NSS, Rotaract, Leo Club, Nature Club, and Value Lab play a vital role in conducting extension activities throughout the year.

Students are also involved in various ISR (Institutional Social Responsibility) activities conducted by the College and also the National Eminence Awards function hosted by SIES Management. ISR activities can provide valuable opportunities for students to contribute to their communities and develop important skills outside of the classroom.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

5.3.3

The institution conducts / organizes following activities:

1. Sports competitions/events
2. Cultural competitions/events
3. Technical fest/Academic fest
4. Any other events through Active clubs and forums

Response: A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	[View Document](#)
List of students participated in different events year wise signed by the head of the Institution	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of circular/brochure indicating such kind of activities.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4 Alumni Engagement

5.4.1

Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:

Response: 29.99

5.4.1.1 **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
14.02586	5.43231	5.10275	1.91984	3.50830

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	[View Document](#)
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

The Past Students' Association (PSA) of the college works with a mission: to foster a spirit of adherence towards one's alma mater amidst the present student populace as well as its alumni and to promote the general welfare of the College. The PSA was officially registered (Registered under the Societies Act, 1860-BOM-422/77, Registered under the Bombay Public Trust Act. 1950-F-4644(Bombay), C/o SIES College of Arts, Science and Commerce Sion (West), Mumbai -400022).

Our former students cherish their Alma Mater and reminisce about their experiences whenever they return to college. Their deep loyalty to the institution is evident as they encourage their children, siblings, and relatives to enroll in the college's programs. Alumni actively assist current students in extension activities.

Our Prominent alumni include names like: Major Ramaswamy Parameswaran (Param Vir Chakra 1987), Late Captain S. Srinivas (Arjuna Award 2003), Aruna Sairam (Padma Shri 2009), Hariharan (Padma Shri 2004), Nirupama Mankad (Arjuna Award

1980), Shankar Mahadevan (Padma Shri 2019), Shreya Ghoshal (Padma Shri 2012), Suma Shirur (Dronacharya award 2022), Ashwin Shroff (Executive Chairman of Excel Industries), Erica Fernandes (Actress and Model), Ghanshyam Vaswani (A renowned Ghazal Singer), Haroon Akhtar (Playback singer), Ms. Rucha Patil (Scientist C, ICMR-NIIH, ICMR), Prakash Subramanian (CEO, Millennium Capital, USA) Justice P.D. Kode (Addl. Judge at Bombay High Court), Ms. Varsha Gaikwad (Former,

Minister of Education, Maharashtra), Ms. Lata Venkatesh (Consulting editor, CNBC, TV 18) and many more.

PSA and alumni have contributed in the following engagements:

- Financial support to needy students.
- Renovation of Pragya Vision Center for visually challenged students.
- Renovating classrooms, and installing LED tube lights, fans, and overhead projectors.
- Arranging medical camps.
- Collaborating and Sponsoring academic conferences, symposia, seminars & workshops.
- Organization of the Late Dr. Rajalakshmi Amudan Lecture Series every year.

- Vaccination Drive in association with Brihanmumbai Municipal Corporation.
- Sanitization of classrooms during pandemic time.
- Felicitation of staff on their superannuation.

Successful alumni from various departments host sessions offering career and research guidance to students. These sessions are uniquely titled by each department, such as "Wise Words" and "BT Talks" to name a few. They also join as guest speakers during the cultural festivals to inspire and support our student performers.

With the college having achieved empowered autonomous status, a notable development is the inclusion of distinguished alumni on each subject's Board of Studies. This change signifies a deliberate effort to leverage the expertise and experience of former students who have excelled in their respective fields. By involving these accomplished individuals in the Board of Studies, the college gains valuable insights and perspectives that can enhance curriculum design, teaching methodologies, and overall academic direction. The presence of such distinguished alumni validates the quality of education provided and fosters a stronger connection.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The institutional governance and leadership are indeed in accordance with the vision, mission, quality policy, objectives of the institution, which have been displayed in college premises, and uploaded on the website under 'Institutional goals.' These are reflected in institutional practices, which are as follows:

Institutional Governance and Decentralization: The institution supports a decentralized governance structure and encourages participative management with mutual understanding and cooperation, to fulfill its institutional goals, through bodies/committees (statutory and non-statutory) such as the Governing Body, Academic Council, Finance Committee, Examination Committee, College Development Cell, IQAC Committee, Board of Studies besides others. Administrative head advocates transparency, integrity, accountability, effective use of resources, a conducive work environment taking along all the stakeholders. The Principal, the Registrar, along with the Vice Principals, while upholding the democratic values, engage in decentralization of all administrative activities. Decisions taken during meetings between the Principal and Head of the Departments are conveyed to the staff. The institution encourages participation of teachers in decision-making bodies, and faculty is also involved in the administration through several statutory and non-statutory committees. Innovative ideas and suggestions put forth by the faculty are implemented to encourage a participatory management culture. Student as important 'stakeholders' participate in and represent various bodies such as the Students' Council, IQAC, PSA, Gender Sensitization Cell, College Magazine, Associations/Clubs, etc. they volunteer in planning and organizing various activities in college.

Institutional Perspective Plan and Sustained Institutional Growth: The institution is committed towards the pursuit of 'academic excellence'. IQAC, with the inputs of the Principal, Registrar, Heads of the department and senior faculty members, develops the perspective plan. IQAC also prepared Outcome Based Education Guidelines based on Bloom's Taxonomy involving 'Graduate Attributes' along with structure of Programme Outcomes and Course Outcomes. Each term, a staff meeting is conducted to share the academic and examination plan. IQAC assists, initiates, plan and supervise various activities to increase the quality of education imparted in college. HODs prepare the department timetable involving teaching-learning, seminars, and examinations. Examination controller plans the schedule of examination, allocates supervision for staff, duties for the non-teaching, handle result settlement and announces dates for the declaration of results.

NEP Implementation: To orient faculty regarding NEP implementation, institution organized guest lectures by Prof. Dr. Kulkarni (Pro-VC, University of Mumbai), Dr. Jagtap (IIT, Bombay) and Dr. A.K Sengupta, Mentor, SIES College of Management Studies. To justify the essence of NEP, institution has developed a curriculum with a multidisciplinary approach, giving students freedom to shape one's own future. The curriculum inculcates critical thinking among students, develops an open, inquiring minds, it is choice based so that students choose according to their talents & interests; it encourages inclusive education and promotes human as well as social values; it supports holistic development by inclusion of courses such as Vocational and Skill Enhancement Courses, Open Electives, Indian Knowledge System, Ability Enhancement Course, Value Education Course, and Co-Curricular Courses. Under NEP, the institution has offered either 3- or 4-year undergraduate degree programmes with multiple entry/exit points and re-entry options with appropriate certifications.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institutional perspective plan is effectively deployed, and it is aligned to the organization's mission 'SIES Mission 2025' - 'SIES shall be among the most admired academic institutions in India'. The institutional perspective and development plan is in accordance with the benchmarks put forth by NAAC. The Institutional Perspective Plan includes the following: Offering diverse academic programmes and value-added courses; Infrastructure Upgradation; Implementation of NEP; Outcome Based Education; Internship for Students; Enhancing collaborative curricular activities; Organization of FDPs/Seminars; Integration of Learning Management System (LMS) and Enterprise Resource Planning (ERP); Launch of research journals by faculty of Science and Humanities. Functioning of institutional bodies is effective and efficient, as visible from following policies and practices:

Academic policies and bodies: As an autonomous college, BOS, Academic Council, Finance Committee and Governing Council are decision-making bodies.

Administrative setup: The administrative set-up ensures smooth sailing of all activities, making it

an effective and successful functioning. Teaching staff fulfills academic-professional responsibilities assigned by Head of the Institution or Head of Department. Department heads ensure smooth conduct of Teaching-Learning-Evaluation, review performance of students, teaching, and non-teaching staff, and engage in all duties as assigned by HOI/Management. Librarian implements rules for library as directed by Management, notifies, and updates on library resources to the staff through internal mail.

Appointment: Human Resource Policy of Society includes recruitment of new teaching & non-teaching staff, sanction of leaves, promotions for Unaided staff, medical benefits which is supported by Head of Institution / Registrar. Head of Department fills out the Employee Requisition form which is forwarded through Heads of Institution to Management.

Service rules and procedures: Human Resource Department takes care of leaves, medical issues, code of conduct, continuation of tenure, confirmation and exit interviews. HR policy considers code of conduct, dress code, conflict of interest, gender sensitization, zero tolerance policy concerning sexual harassment issues, leaves, remuneration and compensation policies for staff members of self-financed courses. For contractual, ad-hoc employees (Teaching and Non-Teaching), HR department takes care of recruitment of staff, sanction of leaves, continuation and confirmation of tenure and exit interviews.

Staff Orientation and Training: There is a Central Information Technology Team and Central Training Department to support in IT services and training programmes throughout the year. Central Training Department organizes training programs for teaching staff, non-teaching staff and house-keeping staff. It conducts faculty development workshops to upgrade staff's knowledge, enhance research culture, motivate capacity building. For example: "Blooms Taxonomy" for faculty by Dr. Amonkar in 2018; "Digitization of office administration" by Keya Mukherjee in 2019; "Innovative Teaching Pedagogy and International Best Practices" by Dr. Cunningham, Nelson Mandela University, and Dr. Sengupta, Higher Education Forum in 2019.

Internal Quality Assurance Cell: IQAC, its primary focus being quality enhancement, propose a consistent plan of action in order to lead the college towards progress by preparing strategies for efficient and timely work processes, academic research aptitude, innovative approaches in curriculum development, use of ICT for enhancing education, achievable assessment processes for maintaining quality and ensuring the favorable infrastructure to accomplish institutional goals.

File Description	Document
Upload any additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the

following areas of operations:

1. **Administration including complaint management**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examinations**

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

- *Performance Appraisal System:* **The institution has a performance appraisal system, whereby IQAC, in coordination with subject experts, and university nominees conduct Career Advancement Scheme (CAS) for aided teaching faculty. The Human Resource Department circulates performance appraisal for faculty on management roll. The institution has effective welfare measures and schemes for its teaching and non-teaching staff and has provided relevant avenues for their career development and progression, which are as follows:**
- *Welfare schemes for staff:* **Group Insurance for all employees of self-financed courses, Admission to wards of staff; Tea coupons for all staff; Annual meet with dinner for all staff; Felicitation of staff on completion of 25 years of dedicated service; Felicitation of retired staff; Felicitation of faculty on completion of PhD; and felicitation of best non-teaching staff with Ashok Mehta Endowment prize. Provision for Provident Fund, Gratuity and Mediclaim for the staff. Co-operative credit society disburses loans for renovation,**

education, medical reasons, children's fees, personal reasons, and emergency loans. A fixed deposit scheme is offered with 1% more interest as compared to other financial institutions. The credit society committee reviews applications/documents before sanctioning loan and ensures repayment of loans.

- *Training for healthy sustainable work and health checkup for staff:* Workshop on Digitization of Administration, Paperless Office administration; Housekeeping staff was trained in composting techniques using biodegradable waste of college. Free health check-up for housekeeping staff, security staff by the staff of Diploma in Medical Lab Technology (DMLT).
- *Covid Vaccination Drive for staff:* Free vaccination camp for prevention against Covid epidemic titled 'Jeevan Raksha' was organized by the institution along with Lion Tarachand Hospital for the staff in 2021. A doctor-on-call facility available and during medical emergencies we have a tie-up with nearby hospital.
- *Awareness programmes for staff:* Citizens' Awareness Program titled 'Jagrut Mumbaikar' for safety and security of citizens, a seminar/talk by Mumbai Police was organized in July 2019 on 'Secure the city of Mumbai as a target against acts of terror'; Inhouse Soft skills training program for non-teaching staff was organized in 2019, to improve their interaction with teachers and students, and give them a sense of belonging and responsibility as a stakeholder in institution; Training in Laws and Regulation of Cooperative Credit Societies was organized for members of credit society.
- *Avenues for career development and progression:* The institution encourages the faculty to pursue research activities, publish research papers, write research projects, apply for fellowships or higher studies. Faculty is rewarded with incentives or financial assistance in recognition of their research work. Staff are sanctioned duty leave, emergency medical leave, half-pay leave and leave without pay. Faculty development programmes are organized for upskilling teachers with EdTech tools for innovation in education and research to help them in their academic growth.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.3.2

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

Response: 1.83

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
0	0	0	8	2

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format (data template)	[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/workshops and towards membership fee for professional bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 37.73

6.3.3.1 **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/** *Management Development Programs (MDP)* **during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
37	25	82	45	17

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 (data template)	[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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

The Institution has initiated and executed different strategies for mobilization of funds other than salary and fees and the optimal utilization of resources. The annual budget, mobilization and utilization of funds is executed and monitored through Finance Committee and Governing Council and is also discussed with College Development Committee. The mobilization of funds takes place by way of renting of classrooms to conduct various examination like ICAI, MPSC and UPSC and other competitive examinations. The institution has also received donations by individuals / Alumni/ Philanthropist which is used for payment of fees for students belonging to economically weaker sections of society and for providing LED lights. The institute has Capital Expenditure committee and Purchase Committee (CAPEX) as effective mechanisms for utilization of resources through budgetary provisions. The CAPEX committee finalizes the purchases above one lakh through procurement of quotations and tendering. The purchase committee formalizes procedures for purchases including books and periodicals through purchase orders duly signed by Purchase Head and the Head of the Institution. The expenditures like repairs, Annual Maintenance Contracts (AMCs), stationery and lab consumables, are covered under Revenue Budget. The utilization of RUSA fund is also monitored by CAPEX Committee. The institution receives grants for NCC, NSS from respective government/university departments which are utilized for their respective activities. The SEAT (SIES Education Assistance Trust) Scholarship created by SIES Trust which runs this Institution, provides financial assistance to deserving students from economically weaker sections of society. It is processed based on the criteria such as academic

background, and family income of the student. The institution also receives scholarship and free ship in the form of Bhojraj, Geeta Israni, and other endowments.

The Institution has received Rashtriya Ucchatar Shiksha Abhiyaan (RUSA) grants of Rs. 5 crores, (Centrally Sponsored Scheme from Ministry of Education, Government of India) which was fully utilized in the span of three years for upgradation of infrastructure, skill-based workshops, entrepreneurship programmes, procurement, laptops, printers, computers, building renovation, creation of vertical/herbal garden, purchase of lab equipment and facelift to classrooms and laboratories. The utilization of RUSA grants is also monitored by the CAPEX Committee.

We have also received support from the parents of our wards whereby they have voluntarily and wholeheartedly participated in Kerala relief drive, some parents even took lead in collecting clothes, food and essential provisions during the drive initiated by the SIES Past Students' Association. Mr. Amudan, a parent of our student, sponsored an endowment prize in memory of his late wife, Dr. Rajalakshmi Amudan, who was a faculty in department of biotechnology, for best research paper presentation in pure and applied sciences for the Research Meet 'Jignyasa'. Mrs. Talashikar and Dr. Ramanna former faculty members and parents of our alumni, initiated endowment prizes for students securing highest number of marks in French and History. Moreover, Dr. Joglekar, Vice President, Emerging Markets, Takeda Pharmaceuticals, Singapore, helped in organizing National Seminar on Understanding Clinical Trials and Role of Statistics in Clinical Trials and was also a resource person during this seminar.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.4.2

Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)

Response: 963.83

6.4.2.1 **Total Grants received from government/non-government bodies, philanthropists year wise during last five years** *(not covered in Criterion III and V)* **(INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
495.3032	86.39109	102.3440	195.9764	83.81295

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the sanction letters received from government/ non government bodies and philanthropists	[View Document](#)
Annual audited statements of accounts highlighting the grants received	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

The Institution regularly conducts internal and external financial audits, whereby, it conducts an internal audit of Accounts once in six months period through appointed auditors. The final audit takes place in the month of April for the preceding year. The External audit is conducted by the Joint Director's office - Senior Auditor's office on a regular basis as per the schedule fixed by their office. Moreover, institution has also shown compliance for the external financial audit conducted by Indian Audit & Accounts Department, Office of the Principal Accountant General (Audit) – I, Maharashtra. In the year 2020-2021, Accountant General's Audit was conducted for the five years period from 2015-2016 to 2019-2020. Social Welfare Audit for a period of ten Years was also conducted in 2021-2022. Since the institution received the RUSA Grant of Rs. Five Crores, the team of RUSA officials conducted an audit related to Physical, Civil and Finance in 2021, and institution has shown compliance towards this audit. The Audit team appreciated the meticulous documentation of all the records with respect to vouchers, invoices, and purchase requisitions. The institutional mechanisms were found in place and no major audit objections were raised by the concerned agency.

File Description	Document
Provide the link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

The Institution's Internal Quality Assurance Cell (IQAC) adheres to NAAC guidelines, ensuring representation from all stakeholders. At the beginning of each academic year, a comprehensive action plan is formulated. Regular monthly review meetings monitor progress, supported by a robust Management Information System (MIS) for timely data collection and reporting. IQAC team members receive orientation on NAAC accreditation reforms and quality framework.

After the institution became 'Autonomous' in June 2018, IQAC has prioritized two critical areas: faculty empowerment and the implementation of Outcome-Based Education (OBE).

Practice1: Faculty empowerment

IQAC conducted the following activities for faculty empowerment to enhance quality of teachers and education:

1. **Training and workshops in Excel, effective usage of drive utilities, usage of college LMS - MS Teams for the benefit of effective teaching, learning and evaluation and effective data management.**

2. **An online workshop on "CEI-Create, Engage and Interact" to train teachers in virtual mode of teaching; a workshop on "e-content development and MOOCs" during lockdown period.**

3. **A National webinar on "Fostering Research Culture in HEIs", A workshop on "Research Tools Management", and webinars on IPR.**

4. **NEP awareness activities and meetings to sensitize teachers about features of NEP and its implementation.**

5. **"Mentoring workshop" to empower teachers as mentors, followed by initiation of the formal mentoring program.**

Outcome: Faculty members became equipped with essential ICT tools and virtual teaching techniques, learning management skills, and intellectual property rights awareness. Notably, the transition from offline to online during the pandemic period was seamless due to ICT-enabled teachers. Increased research publications reflect inculcating research culture. The mentoring program initiated in 2021-22 ensures necessary support to students.

Practice 2: Outcome Based Education

IQAC guides in setting parameters to reach academic as well as non-academic learning goals. It is useful in creating a student-centric teaching-learning environment and has played a pivotal role in the introduction of OBE implementation through following activities:

The OBE Workshops on Bloom's Taxonomy and effective assessment techniques using it to enhance understanding of alignment of POs PSOs and COs.

1. **Preparation of an Institutional OBE manual.**

2. **Defining Institutional Learning objectives, Graduate attributes, Program Outcomes (POs), Program Specific Outcomes (PSOs).**

3. **Brainstorming to crystallize institutional POs and PSOs.**

4. **Active participation of teachers in defining Course Outcomes for all courses.**

Outcome: POs, PSOs and COs are well defined, in alignment with the institutional vision, mission, and quality policy. Teachers use effective assessment techniques based on the expected outcomes. Syllabi with expected outcomes are posted on Institutional website ensuring student awareness. The OBE was implemented in 2021-22 for First year curriculum, and subsequently for second year. This enabled departments in providing a platform to students for attaining the "think locally-act globally" attitude. The OBE based TLE inculcated the value of practical knowledge by involving students in project-based learning as well as service-based learning.

In addition to the above practices the preparation for implementation of NEP was initiated by IQAC.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5.2

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

The composition of IQAC is as per the NAAC guidelines, which includes representation of all types of stakeholders and teachers from all streams. Academic calendar is prepared and shared with all faculty members in the beginning of the academic year and followed diligently. Periodic meetings of IQAC with department heads ensures documenting all the activities in chronological order & keeping a tab on improvements through MIS Reports. For effective review and feedback, the following initiatives and measures have been implemented:

A) Effective Feedback System:

One of the important functions of IQAC is to collect and consider the feedback of all the stakeholders as the best assessment process for maintaining quality

1. Curriculum Feedback: Stakeholders, including students, teachers, alumni, and employers, provide valuable feedback through Google Forms at the end of each semester. This data informs curriculum revisions across departments.

2. Student Satisfaction Survey: Conducted via Google Forms, this survey yields insights shared with department heads and the principal for informed decision-making.

3. Teachers' Survey: Teachers' perspectives on experiential and participative teaching methods, ICT tools, and Continuous Internal Assessment (CIA) are collected and disseminated to all faculty members.

4. Pandemic Readiness Survey: During the pandemic, surveys assessed teachers' and students' readiness for online education.

5. Self-Appraisal Forms: Teachers submit self-appraisal forms as prescribed by the UGC.

Outcomes:

- **Regular curriculum feedback helps teachers in effective curriculum revision.**
- **Student Satisfaction Survey is helpful to the head of the institution in decision making regarding TLE process. Student satisfaction data aids decision-making.**
- **Teachers' insights are useful in improving teaching methods and assessment tools.**
- **Pandemic surveys highlighted challenges and facilitated targeted support.**
- **The CEI workshop enabled seamless transitions between offline and online modes by empowering the teachers in upskilling themselves with EdTech tools for innovation in education.**

B) Continuous Internal Assessment (CIA):

The continuous assessment patterns make it possible to create an internalization of quality education culture in the institution and in attaining course outcomes.

1. **Since achieving Autonomous status in 2018, CIA with a 40% weightage has been implemented.**

2. **Teachers receive orientation on various CIA techniques.**

3. **Diverse methodologies cater to course content and students' knowledge levels.**

4. **An annual teachers' survey assesses experiential and participative teaching methods and CIA techniques.**

5. **Interaction with survey results motivates teachers to diversify their approaches, benefiting students.**

Outcomes:

- **Innovative CIA techniques include movie screenings, classroom presentations, role-playing, research paper presentations, and field visit reports.**
- **Tailored assignments based upon the knowledge level of the student ensure effective learning for all.**
- **Bright students are given challenging assignments, while weaker students receive necessary remedial support.**

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5.3

Institution has adopted the following for Quality assurance*:*

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**
5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
6. **Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institution promotes gender equity through various curricular and co-curricular activities and provides a safe and conducive environment across all genders. Gender audit was conducted by NGO Akshara for the year 2021-22 and 2022-23. The gender policy aims at building a culture which respects gender diversity, promotes equal opportunities and awareness about gender issues. The curriculum of subjects like English, Mass Media, Politics, Hindi etc. cover concepts related to gender equity.

Gender sensitization cell of the institution plays a pivotal role in raising awareness and promoting gender equality by organising many activities, including seminars, workshops, guest lectures, and competitions on topics related to gender sensitization and awareness.

Guest lectures are organized covering critical topics like sexual harassment laws in India, women's rights, domestic violence and menstrual hygiene. These sessions empower students with awareness and knowledge of their health, rights and responsibilities.

Workshops are conducted to address issues like breast cancer awareness, mental health through yoga and meditation, self-defence, digital awareness, menstrual health and hygiene. Yuvati-Yuva mela was conducted by NSS to promote equality among genders. These workshops contribute to the holistic well-being of all.

Seminars/Webinars cover a diverse range of subjects, from Holistic health and Responsible internet usage to Bystander intervention. The Commerce Department conducted a National Webinar on the sensitive topic Transnational surrogacy markets in India. These events provide a platform for open discussion and exchange of ideas.

Competitions like poster designing, expression sharing and essay writing encourage students to express their views on gender-related topics. They foster creativity, critical thinking and address pertinent gender issues.

The institution actively engages the students in outreach projects for menstrual hygiene awareness, women's week celebrations, and initiatives to empower housewives. Events such as health check-ups and gender equality programs through games involve the entire community.

Facilities for women in particular are considered for their safety and security.

The institution places strong emphasis on the safety and security of its students and staff. CCTV surveillance cameras are installed at prominent locations ensuring a safe and secure campus environment. Fire extinguishers are refilled and maintained regularly. Security personnel, including lady security monitor and maintain security within the premises.

Recognizing the importance of mental well-being, the institution offers the services of a professional counsellor at no cost to the students.. The facility of an on call doctor is provided in case of any medical emergency. Sion hospital is also located within 1 km of the institute. The institution ensures gender-specific facilities by providing separate common rooms and green rooms for female students. Disabled-friendly washrooms, ramp and lift facilities are also available for those in special needs.

Our educational institution in Mumbai sets a commendable example in promoting gender equity, well-being, and safety for all. Its comprehensive approach to gender sensitization, along with dedicated facilities and services, reflects a commitment to provide a nurturing and inclusive environment for everyone. These initiatives not only create a safer and more supportive campus but also empower students to advocate for gender equality beyond the walls of the institute.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures
1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: B. Any 3 of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	[View Document](#)
Geo-tagged photographs of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

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

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

Response:

The institution undertakes various waste management measures to ensure a clean and waste free campus. Different departments of the institution undertake various steps to handle different types of waste:

- **Solid Waste: Broken glassware, plastic and paper waste are segregated and disposed off in dedicated dustbins. Dry and wet waste is collected separately. Used/soiled papers are shredded regularly. Discarded bins and containers are reused for pots and plants.**

- **Liquid Waste: Liquid Wastes and Strong acids are diluted and neutralized before discarding. Concentrated acids are diluted before disposal and cryogenic chemicals are treated with potassium permanganate to ensure safe disposal.**

- **Biomedical and Biological Waste: Laboratory biomedical waste including blood samples are treated with dettol/savlon, taped in red and disposed off separately. Animal waste and bacterial cultures are packed and promptly disposed off on the same day to prevent putrefaction. Laboratory Bacterial cultures are Autoclaved and then disposed off. A workshop by BARC technology for solid waste management was organized.**

- **E-Waste Management: To address electronic waste responsibly, the institution partnered with non-governmental organisations for its proper disposal. This ensured that e-waste did not end up in landfills, contributing to a cleaner environment. E-Waste collection drive was organised by NSS, Value Lab and Rotaract club.**

- **Waste Recycling System: The institution focused on reducing waste generation. Previous years saw the recycling of canteen waste and garden waste into biodegradable manure. However, in 2020-21, the compost pit could not be maintained due to pandemic conditions. The institution encouraged the reuse of discarded items like dustbins, containers and wooden frames, transforming them into useful resources.**

- **Hazardous Chemicals and Radioactive Waste: SIES Management and Chemistry Department signed a contract with UDINE for the collection and disposal of expired and**

unused chemicals. Radioactive material is maintained as per regulatory safety process and safety guidelines laid down by the Atomic Energy Regulatory Board (AERB), Government of India.

Any Other Relevant Information:

Pandemic-Induced Changes

In the year 2020-21 and 2021-22, the canteen and laboratories are not functional due to pandemic conditions. Therefore, the amount of waste generated during these years was negligible.

The Institute has taken initiatives for environmental sustainability:

- **Effective Waste Segregation**

Segregation of dry and wet waste is followed by the institution. Separate dustbins are placed prominently throughout the premises to facilitate this process. This segregation ensures that waste disposal is efficiently managed.

- **Laboratory Waste Management**

Laboratory materials were discarded only after proper segregation. The disposal of unused hazardous chemicals was carried out in collaboration with industries, guaranteeing their safe removal.

Recognition and Awards

The institution was recognized with the "Swachh Vidyalaya Puraskar" in 2021-22, a District Level Award, having a five-star rating with a remarkable score of 104.5%. This reflects the institution's commitment to maintaining an environmentally sustainable campus, even in challenging circumstances.

These initiatives and achievements ensure a cleaner, healthier environment and also demonstrate the commitment towards waste reduction.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.4

Water conservation facilities available in the Institution:

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

Response: C. Any 2 of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

The institution makes enormous efforts to implement and promote environment friendly initiatives and use sustainable measures to maintain a clean and green campus.

- **Restricted use of automobiles:**

The institution has restricted the entry of automobiles to maintain a clean campus with minimum pollution. Majority of the staff use public transport system and some use bicycles. We have pedestrian friendly pathways accessible to the college.

- **Ban on the use of Plastics:**

Our campus follows a litter free, smoke free and a strict 'no single use plastic policy'. Separate

bins are installed to segregate wet and dry waste.

- **Landscaping with trees and plants:**

The institution is conscious towards landscaping and tree plantation within the limited space and attempts to maintain a green campus with a variety of potted plants and trees. It includes a herbal and, Nakshatra garden and vertical green walls. The Herbal Garden is of 1250 Sq ft area with more than 100 plant species comprising Flowering ornamentals, Foliage ornamentals, Medicinal plants, Fernery, Avenue trees, Fruit trees & Plant Nursery. Few Exotic species like the Ashoka, Neer Brahmi, Bromeliads, Vanilla, Ixora, All spice plant, Selaginella, add to its beauty and biodiversity. The Nakshatra garden consists of potted saplings of Nakshatra plants. As per Indian Vedic Scripture, every individual is assigned with one nakshatra (constellation) plant which is believed to bring good luck, fortune, peace and spiritual growth to the individual. The college campus includes two Vertical Green Walls - one near the college front gate and other at the wall outside the auditorium. These include around 700 potted plants of ornamental colourful foliage plant varieties. Due to this, the total annual carbon generated and sequestration from trees has been sustainably reduced.

Nature aqua-scaping is maintained to increase the aesthetic beauty of the place.

- **Efficient use of Energy Resources:**

The college has installed rooftop solar panels to generate electricity. There are efficient energy consumption appliances such as LED bulbs, computers, power efficient refrigerators. The utilization of energy mix calculated from the electricity bills shows that the average power factor is approximately one percent greater than the generation of electricity. This proves the resources are well unitized with minimum wastage. This is reflected in the Energy Audit report. The students and staff are encouraged to use computers in power saving mode and switch off the appliances when not in use.

- **Air quality control:**

Due to the various steps taken towards green initiatives, the quality of air inside the campus is found to be good as the SPM level is observed 140?g/m3 i.e within the permissible limit.

Activities: Awareness programmes such as poster making, essay writing and quiz competition, plastic and e-waste collection drive and seminars help to sensitize the students towards their responsibility of protecting the environment and utilizing the same in a sustainable manner.

Example: A seminar had been organized on BARC technologies for solid waste management through biological route in the year 2021-22. The newsletter Gulmohar by the Botany department encourages the readers towards conservation of the environment.

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

File Description	Document
Report on environmental promotion and sustainability 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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in

maximum of 500 words

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

Response:

The institution provides an inclusive, friendly, barrier free environment for differently-abled (Divyanjan) students. The institute's Prajna Vision Centre caters to Divyanjan students especially the visually challenged and students with learning disabilities to impart knowledge and education.

·   Built environment with Ramps / lifts for easy access to Classrooms

The institution has meticulously designed its campus to ensure easy navigation and access for all. Facilities like ramps and elevators provide unrestricted entry to the building, classrooms, washrooms, laboratories and other facilities.

·   Divyangjan friendly washrooms

The institution has a dedicated Divyangjan friendly washroom that is strategically located in the campus being equipped with grab bars and low-level toilet pan for added accessibility and convenience.

·   Assistive technology, facilities and Human assistance for Divyangjan

The SIES Prajna Vision Centre stands as a pillar of inclusive education. It empowers students with diverse needs by integrating them into the mainstream by providing a wide range of assistive technology and digital accessibility. This includes dedicated readers and scribes to assist visually challenged students, along with a range of assistive technologies like audio systems, Angel player, Bonita mouse, Braille texts, Braille Printer, specialized keyboards, audio books, screen readers, talking dictionaries and software like JAWS, Kurzweil, Open book scanning and reading, Able 2 extractor, WinRAR, Spell well, Azabat Touch typing tutor, SuperNova Access Suite and Indian braille translation.

We provide unlimited web access, computer labs with screen readers and enlarged displays, audio recorded notes and texts in digital format to the Divyangjan learners to empower them for independent learning. Mechanized equipment in labs and classrooms further facilitates independent learning for students with specific needs.

Social interaction sessions, alumni meets and extracurricular activities like Chaturanga (Chess competition for visually challenged) and Maanavta (Wheelchair basketball tournament) foster a

sense of community and belonging. We provide guidance and counselling to the students. By addressing academic, social and emotional needs, the SIES Prajna Vision Centre transforms disabilities into strengths and cultivates a thriving inclusive learning environment.

The Centre caters not only to visually challenged students but also to those with learning disabilities like dyslexia, dysgraphia and dyscalculia. Recognizing the importance of holistic development, the Centre goes beyond academics by offering remedial English classes to strengthen communication skills, career counselling to explore future opportunities, personal counselling to address emotional well-being and training in meditation techniques to increase concentration and live a stress-free life.

Human assistance is provided for these facilities through a full time coordinator managing the Divyangjan Centre who assists students in managing studies and appointing human writers for such students. The management provides fee concessions and canteen coupons for these students. Few students have notably pursued higher education and are currently placed in recognised organisations.

Recognizing the varying learning styles, the institution provides a robust support system tailored to individual needs. This multifaceted approach ensures that students receive the support they need to effectively navigate their academic journey. Our aim is to bring them to the mainstream and enable them to be self-reliant individuals and live life with self-esteem.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

7.1.8

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

Response:

The Institution actively fosters unity amid diversity by cultivating an inclusive environment that embraces various cultural, regional, linguistic, communal, and socio-economic diversities. This commitment mirrors the core Vision and Mission of the Institution. Vision statement-To Facilitate A Student Centered Environment Where The Intellectual, Cultural, Social, Physical And Recreational Needs Of The Students Are Fulfilled.

National days such as Independence Day and Republic day as well as Maharashtra Day are celebrated with great enthusiasm. Students organise cultural programs after flag hoisting.

The institution hosts a wide array of cultural events conducted in multiple languages through

associations like Hindi, English, Marathi, Tamil and Malayalam. Platforms such as the college magazine Dakshinayanam and various newsletters like Gulmohar, Tattvam, Skyline, Caveat-Vendor and Historica serve as medium for students to articulate their thoughts and perspectives on diverse topics.

Community engagement forms a serious part of the Institution's initiative to bring about a positive change. It is marked by the activities of NSS, NCC and Rotaract which assisted in COVID19 Vaccination Drive, blood donation, pulse polio drives, distribution of old clothes, teaching underprivileged students and participating in clean-up drives especially during festive days. Institutional Social Responsibility (ISR) initiatives include engagement and participation with the tribal in the adopted villages Kawthewadi, Karjat and Adivasi Ashram Shala, Gothegar, Shahpur in distributing books, bed sheets and other essentials.

An atmosphere fostering unity, peace, tolerance and harmony is strongly cultivated through thought-provoking monthly activities centered around universal and constitutional values like justice, generosity, kindness, hope, peace, spirituality and friendship conducted by the Value Lab.

The institution provides support to students from socio-economically disadvantaged backgrounds through scholarships like SEAT, Gita Israni, Bhojraj, philanthropic efforts, contributions from specific past student associations and alumni funding.

Adhering to a culture of inclusivity, the institution admits students based on merit, ensuring a conducive and diverse environment for those hailing from different regions, states, languages, and communities. The college has multilingual and multi-regional students & staff. Teachings on diverse cultures, harmony, tolerance, justice and equality in academic courses are incorporated through subjects like Politics, Foundation Course and Philosophy. The annual cultural fest Visions and literary fest Utkarsha of the Institution promotes diverse cultural values. Regional festivals are celebrated with enthusiasm through cultural events like Traditional Day, where students come dressed in their respective traditional attire to bring out the essence of different cultures.

Moreover, collaborative efforts have been extended by the NSS, NCC and Rotaract Club during crowd control for Ganesh Chaturthi Visarjan, other events include fort, mangroves and beach cleaning drives. Events are organized such as Chaturanga (a chess competition for visually impaired individuals), Maanavta (a wheelchair basketball tournament), Akanksha (a cultural festival for underprivileged school students), Talent Dikhlaja (a platform for specially abled kids to showcase talents), Khel Utsav (sports event for specially abled children) and literary fests like Akanksha and Josh with participation from numerous schools students defining the institution's commitment to holistic development and inclusivity. To appreciate various diversities the institution celebrates international and national days.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

The institution undertakes various efforts to Sensitize and create awareness among students and employees to inculcate Human Values and Professional Ethics as well as constitutional obligations: moral and civic values, rights, duties and responsibilities as citizens through different activities and events.

The National Anthem and Maharashtra Geet is sung every morning in the college campus.

Various events were organised to celebrate "Azadi Ka Amrut Mahotsav"- the 75th year of India's Independence.

A mass reading of the Preamble of Indian Constitution by students was organised to celebrate Constitution Day. The Department of Politics conducted events throughout Constitution Week create awareness about the values and principles of the Indian Constitution, Fundamental Rights and responsibilities as citizens.

The screening of Shyam Benegal's Samvidhan' (produced by Rajya Sabha TV) was followed by a tribute of two minutes of silence for all the brave hearts who lost their lives fighting for the nation which concluded with the NCC honouring our brave soldiers.

A webinar on 'Functioning of Municipal Corporation in India and Its Challenges' by the Project Officer, Praja Foundation, gave an insight on civic values, obligations and duties of citizens.

College alumnus Ms. Mithila Naik-Satam delivered a talk on 'Citizen Administration Interface -A Case of Khaana Chahiye Project'. Students were sensitized towards the fundamental right: Article 21-The Right to Life

A Webinar on 'Safeguarding child rights through policy advocacy' by Ms. Sneha Shirgaonkar (Assistant Director, Pratham Council for Vulnerable Children [PCVC]) was organised. A National Webinar on" Understanding Urban Governance:A Case of Mumbai" by Mr Aviral Narayan Dubey was conducted. A webinar on Understanding Right to Information in the context of Good Governance by Mr. Shailesh Gandhi, former Central Information Commissioner (CIC) and a prominent RTI activist.

Screening of a movie 'Newton' based on the theme of free and fair elections in a democracy.

Debate Competition on 'Multiple Notions of Equality: The EWS Quota and Idea of Equality in India' ·

The curriculum builds a robust structure of values and ethics in the all round development of the students. Foundation Course, Political Values and Ideologies, Introduction to Law courses at the first and second year level include the values and ideals enshrined in the Indian Constitution, highlighting fundamental rights and duties of citizens.

Various activities, talks, competitions, guest lectures, workshops by the Value Lab were conducted on the constitutional values of equality, justice, service integrity and peace. Orientation of newly qualified voters was conducted to create awareness with the help of government officials.

Different events were conducted to promote the value of time, creativity and perseverance and on leadership skills, respect, gratitude, friendship, cooperation, generosity self-reliance and self-esteem.

Retired Police officer Mr. Sivanandan gave an inspiring talk to motivate students and staff to be responsible citizens.

A talk on "Jagrut Mumbaikar"– Citizens Awareness Program by: Mumbai Police was organised to create awareness about safety and security.

The Value Lab inculcates different values necessary to nurture students to become responsible citizens.

Few of our NCC Cadets have joined the defence forces.

File Description	Document
Any other relevant information	[View Document](#)
Details of activities that inculcate values necessary to nurture students to become responsible citizens	[View Document](#)

7.1.10

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

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

Response: B. Any 3 of the above

File Description	Document
Report on the student attributes facilitated by the Institution	[View Document](#)
Policy document on code of ethics.	[View Document](#)
Handbooks, manuals and brochures on human values and professional ethics	[View Document](#)
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	[View Document](#)
Constitution and proceedings of the monitoring committee.	[View Document](#)
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

7.2 Best Practices

1. Value Lab

Value Lab is a space created to engage, enhance and practice values.

Objectives:

- To revive and instil value of various aspects of human behaviour and action
- To enable the learners to learn, unlearn and relearn values.

Outcomes :

1. To bring about an attitudinal change

2. Students would become responsible and accountable and value the values

The context

The word 'lab' denotes design of experimenting value mindfully The student volunteers are from all faculties. Value calendar was prepared to facilitate the planning of activities and displayed on the website. Selection of values was a meaningful exercise commemorating the important days of celebration. Monthly meetings decide the plan of action and invite participation.

The Practice

The activities bring out creative, communicative and expressive domains of a personality into open forums. Participation in these activities encourages the learners to look at life on a larger framework with a purpose and on

smaller framework at the values objectively to develop an attitude to connect with others meaningfully.

Value lab does not describe the conventional do's and don'ts and do not disturb the curriculum.

It enables to develop a holistic personality, reenergize life and co-exist with dignity. Indian higher education emphasizes on value-based understanding. Activities like guest talks, workshops, quizzes, interaction with alumni and film screening, sensitize students and inspire them to deal with values. These reiterate the need for character building for students. Fear, anxiety, lack of self-esteem or confidence, despair, distress are addressed, and students find hope and confidence to face life ahead.

The main constraint and limitations encountered are:

- Inability to engage all students of all classes with value lab programs.
- Schedule of undergraduate students from different streams is different and not uniform.
- Reaching out to other institutes / schools nearby as per their schedule is getting difficult

E**vidence of success**

The goal is to reach out to all students in college and thereby to family, society and nation. The benchmark is to transform the mind set of all to value the values. Many students have confronted the attitudinal change in them for the better. Results indicate that young generation is ready to adapt and appreciate the significance of values and realise it is not impossible to practice. There is hope and conviction that lessons learnt by students shall take them lead morally more conducive life at workplace and home

Problems Encountered and Resources Required

The problems encountered are as follows:

1. While collaborating with sister SIES schools, the school calendar and college calendar do not match, and it was difficult to align dates for common activities.
2. Not having designated space to conduct events and activities
3. Resources to take these activities on higher scale with other colleges

4. Scheduling events across all faculties getting difficult

5. Value lab volunteers need more exposure and expertise from outside forums

Principal has given lectures on implementing Value lab in other sister concern institutes managed by SIES Trust, Birla College, Ruia college, Jhunjhunwala college.

1. **'Nirmitee Kendra' - Entrepreneurship Cell and Skill Hub**

Nirmitee Kendra - Entrepreneurship Cell and Skill Hub was established in 2019 and funded by Rashtriya Uchchatar Shiksha Abhiyan (RUSA).

Objectives:

1. To inculcate entrepreneurial skill among students.

2. To serve as a platform for interaction between students and successful entrepreneurs.

3. To act as an incubation centre that encourages student entrepreneurs.

Intended Outcomes:

1. Students would be motivated to become job providers rather than job seekers.

2. Students would be inspired to become entrepreneurs and initiate 'start ups'.

3. Students would become aware of intellectual property rights involving patents, designs etc.

The context

'Nirmitee Kendra' was established to develop entrepreneurial skills among students. Programmes like Startup India, launched in 2015, has created a business environment that works towards innovation, development, commercialization of new products and services driven by technology or intellectual property. Nirmitee Kendra wishes to make use of this conducive policy environment by attempting to transform students into job providers from being just job seekers.

The Practice and its Uniqueness:

'Nirmitee Kendra' is a unique practice in the context of higher education in India since, it promotes skill enhancement and encourages students to become entrepreneurs. It was able to conduct Skill Enhancement Workshops, Interactions with entrepreneurs; Innovation boot camps and Business Idea Pitching Competitions, IPR Awareness. It has been able to create a conducive environment for incubation of ideas, creation of startups, innovation.

The constraints and the limitations faced:

1. Besides seed money, Entrepreneurship requires perseverance and financial support.

2. Mind set of students need to change from service providers to innovators.

3. Entrepreneurship and skill development needs to be integrated in curriculum design.

4. Institutions needs expertise from industry experts, startup advisors, venture capitalists.

Evidence of success

'AaharNutra' funded with Rs. 100000/- was initiated by students of Food Technology and Nutraceuticals, whereby they developed a food product named 'Iron Bytes'. Its objective was to develop Iron-Enriched Nutrition bar to combat different types of nutritional deficiencies and to meet the requirement of Iron in Indian population as recommended by ICMR. The bar contains Vitamin-C and Folic acid to aid Iron absorption.

'Currency detector' funded with Rs. 45,000/- was developed by students of Data Science, Computer Science and Physics to create a portable mini-spectrophotometer utilizing RGB, UV, IR sensors, and AI/ML algorithms to detect and recognize currency notes, such as Indian INR, US Dollar, Euros. This device helps visually challenged individuals for accurate identification of genuine currency notes and counterfeit ones.

The launch of UV-Covid box & UV Covid lamp developed by Yash Hajare, our student and a budding entrepreneur was useful during Covid pandemic and is a unique example of academia-industry collaboration.

Problems Encountered and Resources Required

The problems encountered and resources required to implement the practice are as follows:

a) Students need to be mentored to transform their ideas into a potential startup.

b) Students prefer a stable job rather than starting their own enterprise.

c) Networking with venture capitalists, funding agencies and MoUs needs to be explored.

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:

7.3 Institutional Distinctiveness

Introduction: The 'SIES Centre for Excellence – A Centre to meet your Professional Needs', reflects our Institutions Distinctiveness, since this Centre aims to use higher education as a tool to transfer skills and offer need based solutions by providing opportunities to students to 'earn while they learn', and encourage students become 'job creators rather than job seekers'. It was set up in the year 2008, and Ms. Mahalaxmi Nadar, Faculty, Department of Chemistry has been its Coordinator.

Salient Features: The Centre has following salient features:

- It is an autonomous self-supporting unit of the college
- It commenced its operations with zero balance and generated its own funding through its programs
- It offers fee waiver or instalment facility for payment of fees to deserving and needy students
- It provides flexible timings to students for most of its courses, thereby offering value for their time on college premises
- It offers more than 70 different courses inclusive of vocational and skill based courses, career oriented courses, value added courses, among others to satisfy the diverse needs of the students
- It has brought recognition and laurels to the institution, and its role has also been appreciated in previous

assessment and accreditation cycles by NAAC

- It has optimized the existing infrastructural facilities of the college and has not incurred any expenditure.
- The courses have customized curriculum to meet industrial needs, and it modules are revised regularly
- The courses are open to students from other colleges and outsiders, thereby having outreach to community

and demonstrating social responsibility.

- Information about courses is available in the college prospectus and also on college website.
- The Centre continuously evaluates its teachers/resource persons, and its course content by taking feedback from the students.
- The feedback is communicated to the resources persons and suggestions are implemented for course enhancement by providing better resources, offering more practice sessions, customizing and redesigning new modules.

Objectives: The Centre has been established to accomplish the following objectives:

- To ensure development of students in professional courses and to train them as per global needs.
- To give career guidance to students and also work towards the holistic development of students.

- To equip students, in addition to their graduation degree, with additional skills, thereby making them professional, and qualified, so that they are ready to face the challenges in the competitive job market.
- To enrich the skills of the students and to bridge the gap between academia and industry
- To provide courses in collaboration with various institutes and organizations and to enhance employability.
- To support autonomous value added courses offered by different departments through resource persons and workshops.

Courses and Modules offered: The course modules are designed by the Centre with the help of experienced resource people and experts in the respective fields. Examples of the courses offered are as follows:

- Language Proficiency Classes - Indian & Foreign Languages: The language proficiency classes started its journey with options between French, Sanskrit, and Japanese. Every year two students learning Japanese language are invited to visit Japan for 10 days under JENESYS Programme or SAARC nation through Indo-Japan Foundation Later courses like Spanish, German, Tamil, and Telugu, etc were conducted from basic to advanced level.
- Computer Courses: Computer courses in collaboration with Ocean – InfoTech were started in the year 2011 to keep pace with the IT courses which needed an uplift from the regular classroom learning to practical approach and required corporate training. Various courses like Computer Programming (C, C++, Java), Advanced Excel, Web Designing, Computer Hardware & Networking, Embedded System, etc. are being successfully run by the Centre for Excellence to provide students a greater spectra of job opportunities.
- Entrepreneurship development: In order to encourage entrepreneurship, it organized workshops in chocolate making, candle making, nail art and cake making. It also initiated Self Enrichment Courses like Creative Writing, Soft Skills Programmes, and Creative Art to enrich students with skills.
- Autonomous & Collaborative Ventures: It has initiated courses like a diploma in capital market, value added course in Basic Statistics, certificate course in Fitness & Diet and Vedic Mathematics, which has proven to be beneficial for the students. Specialized Courses on TV Journalism was introduced in 2011 – 2012 which was designed primarily for people who were planning a career in the media, and these courses were offered in association with Media Research & Study Center, Mumbai.
- NPTEL IIT Madras - SIES SWAYAM – SIES NPTEL Local Chapter (LC ID: 268) was set up in December 2015 by the Centre for Excellence to provide web and video courses in various disciplines of engineering, basic sciences, management, and humanities. The Centre provides NPTEL Online Certification (NOC) Examination through this venture and the college has been marked as an active local chapter and received grades like 'AAA' (Top 10 LCs) and 'AA' (Top 50 LCs) in the year 2016 with 8th rank among Top 100 Local Chapters from all over India. With the support from NPTEL team, it has provided skill training and lab workshops in IITs and IISER which has helped students in their placements.
- Competitive examination seminars: It has conducted training programmes for students, like NET/SET Lecture Series in Chemistry, MPSC-UPSC Online Foundation Course.

- Internship programme: It is providing internship to students, who will be trained in designing

software for different portfolios like content writing, desktop publishing, public relations, sponsorships, print and publications, and the outcome will be in the form of Memorabilia.

- Coursera for educational institution: It initiated, registration under Coursera for online courses (MOOC) free of cost during this COVID - 19 Pandemic time with free license for 750 users for limited time period from 11th June 2020 to September 2020. A total of 680 staff and students participated in around 2000 online international courses offered by National and International Universities.

File Description	Document
Appropriate webpage in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

Institutional Social Responsibility (ISR)

- SIES has adopted a village (Kawathewadi, Taluka: Karjat) to uplift people belonging to underprivileged and economically weak tribal communities. We have done restoration of 60 houses; primary school, construction of toilet blocks, community hall. Staff and students organized entrepreneurial activities for the villagers.
- SIES has adopted Ghotheghar Ashramshala, (Taluka: Shahapur) which houses 400 girls who study there along with 100 Adivasi children. We renovated the ashramshala, by constructing two separate hostels for boys and girls, a dining hall with a capacity of 300 students and a computer learning center.
- SIES has taken initiatives to upgrade army public schools and goodwill schools with educational aids and furniture for learning and development of children.
- SIES has built learning centre and gymnasium at Apshinge village '*Military Village*' (District: Satara), to enable the youth of this village to meet the exacting standards of Indian Army for recruitment under Agneepath Scheme.
- SIES has partnered with *Aadhata*, an NGO for the care of elderly senior citizens by providing them with facilities on our campus in the evening for activities such as Yoga, e-learning, art-based therapy sessions etc. It infuses enthusiasm, sense of wellbeing, promotes mutual trust, and creates a self-help group.

Rashtriya Uchchatar Shiksha Abhiyan (RUSA) project (Enhancing Quality and Excellence in Select Autonomous College)

- We could upgrade infrastructure, redesign the laboratories, libraries, create smart classrooms, install ICT enabled tools etc. This transformation has created a conducive ambience for students, and had significant impact in imparting quality teaching and learning for students.
- Learning about RUSA initiatives has given us critical insights to bridge the gap between the current state of learning outcomes, and what is actually required through undertaking major reforms to bring quality, equity, access, and excellence in higher education.
- Organization of International Seminar/Conference/Workshops helped to bring together experts, researchers from academia, industry, entrepreneurs, and provided an excellent networking opportunity for linkage and collaboration.
- Nirmitee Kendra '*Entrepreneurship Cell and Skill Hub*' encouraged entrepreneurship skills among students and created awareness about innovation, intellectual property rights, incubation of ideas and creation of startups.

Concluding Remarks :

Conclusion:

Where the mind is without fear and the head is held high ....' – Rabindranath Tagore

The essence of these words in Tagore's poem, are truly reflected and experienced in letter and spirit within the portals of our institution. The journey of a thousand miles starts with the first step, and that step was taken way

back in 1960, when this college was established, and since then, we have come a long way. Our institution has grown over the years bringing within its influence diverse educational programmes and courses, shaping an enabling environment for knowledge, skills, and values. Academic excellence, holistic development of students and inclusive education are some of the hallmarks of this institution. Students prefer our college for seeking quality education, and this validates the credibility and reputation of our institution. In an increasingly materialistic world, we have dared to follow '*Admission strictly by merit*' and '*No Capitation fee*' policy. Our college owes its glory to the vision of its founders, committed leadership of its management, and sincere efforts of teaching, non-teaching staff, students, and alumni.

We believe that universal high-quality education is fundamental for achieving full human potential, besides developing an equitable society, and promoting national development. It is the best way forward for developing and maximizing our country's rich talents and resources which eventually will determine the future of our country.

Therefore, our journey continues with renewed passion aiming for new milestones. In this context, we have submitted our application for National Institutional Ranking Framework (NIRF), and have also applied to the University Grants Commission (UGC) for Deemed to be University status. While embracing technology worldwide, our University shall be India centric focused on the cultural ethos and traditions of Indian society.

To conclude, 'SIES shall be amongst the most admired academic institutions in India', and we want to lead by example, as quoted by Mahatma Gandhi 'Be the change, you wish to see in the world'.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.4.2	**Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years** 2.4.2.1. **Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years** Answer before DVV Verification : 44 Answer after DVV Verification: 43
2.4.3	**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)** 2.4.3.1. **Total teaching experience of full-time teachers as of latest completed academic year** Answer before DVV Verification : 1570 Answer after DVV Verification: 1358
2.6.2	**Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)** 2.6.2.1. **Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:** Answer before DVV Verification : 1266 Answer after DVV Verification: 998
3.2.1	**Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)** Answer before DVV Verification : 658.00632 Answer After DVV Verification :586.0063
3.7.1	**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** Answer before DVV Verification : 59 Answer After DVV Verification :45
4.1.2	**Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years** 4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>9.756</td><td>7.147</td><td>2.067</td><td>537.47</td><td>579.89</td></tr></table>

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9.756	7.147	2.067	517.169	574.058

4.4.1	**Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years** 4.4.1.1. *Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)*

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
233.077	140.131	108.544	175.087	200.185

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
137.254	79.231	77.498	123.692	118.4

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 progressed to higher education during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
462	486	344	308	338

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
461	475	338	300	330

Remark : Input edited as per data uploaded by HEI

5.3.1	**Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years** 5.3.1.1. **Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	2	1	9	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	2	1	9	3

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
1	0	0	21	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	8	2

6.3.3 — **Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years**

    6.3.3.1. Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ *Management Development Programs (MDP)* during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
40	25	86	47	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
37	25	82	45	17

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

    6.4.2.1. Total Grants received from government/non-government bodies, philanthropists year wise during last five years *(not covered in Criterion III and V)* (INR in Lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
504.52945	95.17983	107.86649	290.61082	713.51346

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
495.3032	86.39109	102.3440	195.9764	83.81295

2.Extended Profile Deviations

ID	Extended Questions
1.2	**Number of final year outgoing students year wise during last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1266</td><td>1378</td><td>1345</td><td>1147</td><td>1072</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1246</td><td>1354</td><td>1326</td><td>1127</td><td>1072</td></tr></table>
2.1	**Number of full time teachers year wise during the last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>125</td><td>118</td><td>119</td><td>120</td><td>117</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>97</td><td>114</td><td>117</td><td>112</td><td>106</td></tr></table>