



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

BURHANI COLLEGE OF COMMERCE AND ARTS

NESBIT ROAD MAZAGAON MUMBAI

400010

www.burhanicollege.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Burhani College, founded in 1970 is managed by Burhani Education Society, a registered public charitable trust founded by the 52nd Dai-al-Mutlaq & head of the Dawoodi Bohra Community His Holiness Syedna Mohammed Burhanuddin Saheb (R.A.) with the aim of “imparting education in all fields and branches of learning and knowledge irrespective of caste, creed or religion.” Today, institution is headed by his noble successor, 53rd Dai -al-Mutlaq & head of the Dawoodi Bohra Community Dr. Syedna Mufaddal Saifuddin Saheb (TUS). It is a Religious Muslim Minority co-educational institution, is located in the prime area of Mazagaon, South Mumbai. It is easily accessible by Western, Central and Harbour railway routes.

The College was established to cater to the underprivileged sections of the society for whom access to higher education is a challenge. In this direction, we feel proud that as much as our intake of students is of the academically weak, our final year students’ results at the University level have proved to be far above the average, amply evincing the efforts made by the facilitators and students towards academic excellence which ultimately leads to better commercial opportunities.

As per the demands of the new academic challenges, the college has introduced premier undergraduate courses like Mass Media and Management Studies to provide equal opportunities to our students.

Keeping in line with national objectives and mission & vision of our founders, we promote education of international standards in response to the changing global needs with emphasis on culture and tradition and a right blend of modernity and technology. Today’s youth needs secular, liberal, progressive and sensitive education as there exists a serious dearth of moral and national values amongst much of the present generation. In this direction, the core values are revisited time and again so as to increase respect for a pluralistic and multicultural outlook which forms the base of a healthy society. We aim to produce responsible citizens, qualified professionals and successful entrepreneurs who will work towards nation building and development in multiple arenas.

Vision

Our Vision- is based on the vision of His Holiness Dr. Syedna Mohammed Burhanuddin (RA), the 52nd Dai-al-Mutlaq and his noble successor His Holiness Dr. Syedna Mufaddal Saifuddin (TUS), the 53rd Dai-al-Mutlaq, which can be encapsulated in one single phrase “knowledge for all”. This is the guiding principle which helps us to cater to the needs of thousands of students year after year.

Mission

Our Mission:

- To evolve competent and value oriented leaders from among the focused and striving individuals of the minority community in particular and the society in general, by providing them with holistic and contemporary education.
- To cater to the academic needs of the community with a keen focus on economically marginalized and weaker sections of society, especially girls.
- To impart quality education to students, with emphasis on culture and tradition with a right blend of modernity and technology.
- To empower the youth to uphold values of humanity, truth, justice, nationhood, global peace and harmony.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Providing easy access to higher education to economically challenged students of the minority community with specific importance to girls' education.

Providing a strong support system which enables students to get higher education resulting in social inclusiveness.

Highly qualified faculty members with an inclination towards research with substantial number of Ph.D's.

Ideal location providing easy access to students of neighboring areas.

Special attention including remedial classes for students from vernacular medium and slow learners to help them to achieve a good standard.

College premises preferred by government and semi- government bodies for conducting competitive examinations.

Institutional Weakness

Though ideally located, the area is prone to heavy traffic leading to noise pollution.

Constrains of space for further expansion and provision of facilities such as playground.

Institutional Opportunity

Scope for introducing add-on courses and vocational programmes.

Possibility of running a night college for the benefit of working students.

Introduction of post- graduation courses.

Making the library fully digital.

Institutional Challenge

Old courses not flexible enough to meet the ever changing market demands.

A large number of students from the surrounding middle class and lower middle class localities may not be able to afford add-on courses that could further hone their skills.

To match the increasing expectations arising out of technology advancement.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college is a Minority institution located at a prime location in Mumbai. The college provides 19 UG programmes and 2 PG programmes. The curriculum at Under Graduate & Post Graduate levels is followed as per the guidelines prescribed by the University of Mumbai and the institution functions based on a well planned calendar.

Excellence in teaching is emphasized upon, and the faculty members ensure that the teaching plan follows a learner-centric approach in multiple ways. The visiting faculty, specialists in their respective fields are appointed to teach the subject in the area of their expertise, particularly in the self-financed courses. Remedial lectures are conducted to help below average students and students are encouraged to act as proctors and to mentor their peers.

Inputs from all the departments are deliberated upon at the end of a given academic year to plan for the next academic year.

The college ensures that issues relevant to gender equality, human values, environmental awareness and sustainability are addressed through co-curricular and extracurricular activities.

Secular character and social harmony are well maintained in the college campus.

Teaching-learning and Evaluation

After the merit list is displayed, students are admitted to the college on a first come first serve basis. The reservation policies chalked out by the State Government for Minority institutions are adhered to by the college. The online procedure for admission helps the students secure admission at the earliest to the college of his/her choice. An on-line portal is made available to students for admission. In the academic year 2017-18 of the 1556 students enrolled, 21 were from other states while in 2018-19, of the 1325 students enrolled, 39 were from other states.

The college has students hailing from diverse backgrounds. Slow learners are given extra care and attention through remedial lectures followed by mentoring and counseling sessions. A fully equipped Computer Lab and Library facilitate teaching and learning. Guest lectures; group discussions; problem solving sessions and variety of competitions are organized which result in enhancing the academic knowledge of the students.

The teaching faculty of the college is fully qualified of which seven members hold doctorates, two have done M. Phil and two are Research Guides. At present two members are pursuing Ph.D..

Research, Innovations and Extension

Research activities promote growth and development in terms of gaining an insight into various issues. The college uses University curriculum as an incubation unit to encourage research work among the students. Students engage in research activities in different subjects. They use the library as a resource to refer to journals, magazines, reference books and the internet facility available to them.

The students pursuing research projects work under the expert guidance and supervision of experienced faculty members. The teachers also devote extra time to help students in completing their work within the stipulated time.

The faculty members present research papers at international, national and state level conferences and seminars across the city. Their articles are published in reputed, peer-reviewed and UGC listed academic journals. Some faculty members also have to their credit, chapters in reference books. Two of the faculty members are research guides and three scholars have completed their P.hDs under their guidance. One minor research project funded by UGC has been completed by a faculty member.

Teachers are encouraged to take up minor and major research projects in their respective subjects or even interdisciplinary topics to gain a wider perspective. However, to meet the demands of the constantly changing higher education scenario, more intensive research is required at different levels to provide a better understanding of the world around us in a much better way.

The term 'Extension' signifies going beyond the class-room and curriculum to learn about the socio-economic situations prevailing in our society. The college has taken up Extension activities to inculcate a sense of civil responsibility among the students. The students get exposure to the real world and this helps them in gaining skills to resolve crisis, if any. The extension activities sensitize students to gender imbalances and help them to overcome their prejudices, if any. The students get a first-hand experience of dealing with everyday problems faced by the people belonging to the lower strata of society. This helps them to think about these issues in a more responsible manner and help them identify their own sense of commitment towards nation building.

Infrastructure and Learning Resources

Burhani College is set up on 2645.88 sq. mts of built up area with an infrastructure that facilitates the smooth running of all courses and programmes conducted by the college. The College has a clean and well maintained campus alongwith spacious and adequate number of classrooms; some of which are equipped with Projectors. A fully furnished and compact office, well stocked library, equipped computer lab, staff common room, canteen

etc. complete the infrastructural outlay of the College.

The College has 78 computers with an updated configuration and power back up. A strong Internet connection through WIFI & LAN is available.

The library has a sufficient number of text and reference books subscribing to over 18 journals. The library is digitised which helps in the allotment of books, cataloging, and issue–return process. The library uses a software i.e. SOUL 2.0 module to maintain the records.

Other facilities provided by the college are well ventilated rooms with fans and air conditioning in some rooms, facilities for differently-abled persons; medical room; prayer room; multipurpose hall; counseling room; water filters and firefighting equipment on all the floors.

Student Support and Progression

The college provides a channel for students to benefit by scholarships and freships provided by the Government. Students also get benefit of various scholarship schemes by various trusts and the college duly processes their applications. Remedial coaching is given to students wherever necessary, in topics they find difficult to cope with. In addition, faculty give individual guidance to students on competitive examinations, soft skill development and other self-development measures. The institution comprehensively plans various student welfare initiatives in areas such as admission, infrastructure, curricular, co-curricular and extension activities. Grievance Redressal Cell and Anti-Ragging Committee of the college take measures to prevent incidents of ragging and sexual harassment on the campus. The Institution has a transparent mechanism of redressal of student grievances in place and a rigorous discipline order due to which no ragging cases have occurred in the college premises till date.

The Students' Council provides a platform to students for co-curricular and extra-curricular activities. Active involvement of the students in the activities of the Students' Council motivates them to participate in the programmes undertaken by various departments of the college. Student representatives are also at the forefront of organizing Annual Day, Sports Day as well as Convocation ceremony held by the college. Some of the alumni of the institution are employed as teaching and non-teaching staff. Further, the College inculcates values of national identity and patriotism by conducting events on national days such as Independence day, Republic Day etc.

Governance, Leadership and Management

The Board of Trustees set and oversee policies to achieve the vision and mission of the Institution assuring quality education through innovative measures.

Principal takes care of the day to day monitoring and evaluating the administration and academic processes and ensures adherence of the set norms to assess teaching-learning outcomes and infrastructural facilities. The Principal also carries out an internal academic and administrative audit of the teaching and non-teaching staff and suggests corrective actions.

The College Development Committee (CDC), formerly termed as Local Management Committee (LMC) is instrumental in planning, overseeing implementation and monitoring the progress of the institution. Staff members are represented in the planning and decision making process of CDC. Major decisions like resource planning, new courses, staff appointments and implementation and accountability of the teaching-learning process are recommended by the CDC.

IQAC conducts meetings with the Principal, Heads of departments and conveners of committees. Major policy decisions are routed through the IQAC, which plans the execution of curricular, co-curricular and extracurricular programs. IQAC lays emphasis on academic excellence using student-centric approach and increasing Research output and has contributed significantly in institutionalizing its best practices. A system for Regular Assessment of Teaching and Non-Teaching Staff through Academic Performance Indicator (API), confidential reports and students' feedback analysis is in place.

The college appoints an external auditor annually to ensure statutory compliances by the institution. The University and UGC authorities carry out an audit of the funds sanctioned by them.

Institutional Values and Best Practices

Burhani College cherishes human values and equity and is highly gender sensitive.

The college maintains complete transparency in its academic and administrative functions. The college focuses on the education and development of the social and financial weaker sections of society, and girls in particular. The College has an adequate security and surveillance system.

The College is committed to adequate segregation of waste and is eco-friendly. The College follows healthy green practices and regularly conducts cleanliness drives. Green practice is achieved by maximum usage of LED fittings in the College. The campus as well as the canteen is plastic free.

Students and staff are encouraged to use public transport.

College continuously imbibes social responsibilities and gender equity through personal touch and counseling. Disciplinary matters of the students are handled through appropriate channels.

The college has various best practices such as:

- Felicitation of students / parents and the facility of book bank.
- Develop reciprocity and cooperation among students to eliminate malpractices like ragging.
- Students have the freedom to nurture and follow their religious beliefs, thus building up a multicultural environment in the College, which in turn reflects unity in diversity.
- Students are prompted to associate with social organizations and NGOs for social causes like

cleanliness drive, blood donations, visit to orphanages / old age homes etc.

- Encourage contact between students and faculty to facilitate smooth and healthy student-faculty relationships, which in turn has positive impact on educational culture of the College.
- College promotes constructive feedback and open communication; inculcates culture of critical thinking and discussion due to which college has managed to uplift underprivileged students to be self-reliant and career oriented.
- Motivational quotes and stories are usually displayed by several Committees on the notice boards, to inspire the students and other staff members.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BURHANI COLLEGE OF COMMERCE AND ARTS
Address	Nesbit Road Mazagaon Mumbai
City	Mumbai
State	Maharashtra
Pin	400010
Website	www.burhanicollege.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Haider E Karrar	022-23710855	8451927751	022-	burhanicollege@yahoo.co.in
IQAC / CIQA coordinator	Tejal Kailas Gade	022-23776560	8169444727	0-	iqac@burhanicollege.edu.in

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Muslim Minority Document with translation.pdf
If Yes, Specify minority status	
Religious	Muslim
Linguistic	NA
Any Other	NA

Establishment Details				
Date of establishment of the college	01-06-1970			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Maharashtra	University of Mumbai	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	02-01-2012	View Document		
12B of UGC	02-01-2012	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				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes autonomydoc_1560569612.pdf
If yes, has the College applied for availing the autonomous status?	No

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Nesbit Road Mazagaon Mumbai	Urban	0.75	2645.88

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	BMS,Commerce	36	HSC	English	540	206
UG	BMS,Commerce	36	HSC	English	540	350
UG	BCom,Commerce	36	HSC	English	600	424
UG	BMS,Commerce	36	HSC	English	540	292
UG	BA,Arts	36	HSC	English	300	141
UG	BA,Arts	36	HSC	English	300	170
UG	BA,Arts	36	HSC	English	300	24
UG	BA,Arts	36	HSC	English	300	13
UG	BA,Arts	36	HSC	English	300	5
UG	BA,Arts	36	HSC	English	300	10
UG	BA,Arts	36	HSC	English	300	17
UG	BA,Arts	36	HSC	English	300	38
UG	BA,Arts	36	HSC	English	300	30
UG	BA,Arts	36	HSC	English	300	5
UG	BA,Arts	36	HSC	English	300	5
UG	BA,Arts	36	HSC	English	300	0
UG	BA,Arts	36	HSC	English	300	40
UG	BA,Arts	36	HSC	English	300	0
UG	BA,Arts	36	HSC	English	300	1
PG	MCom,Commerce	24	GRADIATE	English	120	110
PG	MCom,Commerce	24	GRADUATE	English	160	48

Position Details of Faculty & Staff in the College

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

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				29
Recruited	19	5	0	24
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				11
Recruited	7	4	0	11
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				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	1	0	2	1	0	6
M.Phil.	0	0	0	0	1	0	0	0	0	1
PG	0	0	0	0	0	0	2	3	0	5

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	2	0	2

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	8		16		24

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	653	29	6	0	688
	Female	476	0	3	0	479
	Others	0	0	0	0	0
PG	Male	64	0	0	0	64
	Female	93	1	0	0	94
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	453	335	549	452
	Female	223	291	391	308
	Others	0	0	0	0
Others	Male	437	439	421	500
	Female	443	417	427	501
	Others	0	0	0	0
Total		1556	1482	1788	1761

3. Extended Profile

3.1 Program

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

Response: 87

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	5	5	5

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1556	1482	1788	1761	1848

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
1040	1040	1190	1240	1260

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
515	496	556	544	469

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
15	16	21	21	26

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
16	37	37	37	37

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 19

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

2017-18	2016-17	2015-16	2014-15	2013-14
119.32	104.60	106.56	95.33	91.43

Number of computers

Response: 35

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The College is affiliated to the University of Mumbai; therefore, the curriculum is strictly as per the syllabus designed by the University's Board of Studies.

The College adopts the syllabus which is revised by the University of Mumbai in terms of the education policy of the Central and State Governments; demands of the industry in general and changes in the society from time to time.

The following steps are taken to implement the curriculum effectively:

- Time table is prepared, keeping in mind proper adherence to the syllabus. Teaching plans are maintained to ensure timely completion of the syllabus.
- Effective and timely delivery of curriculum with the objective of syllabus completion.
- After completion of each semester, an analysis of results is done to study and enable improvement of students. This is complemented by remedial lectures to help below average/weak students under the supervision of guardian teachers.
- Efficiency of elective selection by students is ensured by pre-selection briefing of various electives.
- Faculty are encouraged and empowered to participate and attend seminars, research presentations and workshops organized to keep them updated about syllabus and University Board criteria, in addition to gaining knowledge.
- The library stocks text and reference books, copies of updated syllabi for reference and use of the faculty and students.
- Academic calendar is provided to all students.
- The curricular activities are supported by ICT-enabled techniques in order to facilitate quality teaching-learning.
- Students are encouraged to participate in various classroom activities such as group discussions, quizzes, role play, debates, discussion, case studies, reading newspaper articles, etc.

File Description	Document
Any additional information	View Document

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years**Response:** 35.35**1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	2	2

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

1.2 Academic Flexibility**1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years****Response:** 0**1.2.1.1 How many new courses are introduced within the last five years**

File Description	Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 5

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

1.3 Curriculum Enrichment

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

Response:

The way the curriculum designed by the University is executed by the faculty, ensures that the issues relevant to gender, environment and sustainability, human values and professional ethics are effectively put across to the most important stakeholders---the students.

Through various curricular and co-curricular activities, the college strives to maintain an environment which creates awareness about equality, social justice, human rights, environmental awareness and professional ethics amongst the members of faculty and the students.

Equal participation is promoted in curricular and co-curricular programs for girls and boys.

Equal opportunities are provided to both girls and boys to have access to all facilities such as text books and reference books, other learning resources, computer labs, etc.

Gender Awareness

As included under the curriculum of the University of Mumbai, gender issues are covered by extensive teaching by the faculty through core subjects such as: Foundation Course (FY B Com. / BA / BMS / Semester - I and II , SY B Com. / BA / Semester III & IV), Introduction to Sociology (FYBMM Semester - II), Culture Studies (SYBMM - III)

Environment and Sustainability

With reference to the curriculum of the University of Mumbai, environment and sustainability issues are covered by effective teaching by the faculty through core subjects such as : Foundation Course (FY B Com. / BA / BMS / Semester - I and II , SY B Com. / BA / Semester III & IV), Environmental Geography (TYBA Semester - V), Tourism Geography (TYBA Semester - VI), Environmental Management (SYBMS Semester - III), Culture Studies (SYBMM Semester - III)

Human Values

Human values are covered under the curriculum of the University of Mumbai, through teaching of the following subjects : Foundation Course (FY B Com. / BA / BMS / Semester - I and II , SY B Com. / BA / Semester III & IV), Introduction to Sociology (FYBMM Semester - II), Organizational Behaviour & HRM (SYBMS Semester - III), Culture Studies (SYBMM Semester - III) Business Law (FYBMS Semester - I) Industrial Law (FYBMS Semester - II)

Professional Ethics

Professional ethics, included under the curriculum of the University of Mumbai, is imparted by the faculty through the subjects like : Foundation Course (SY B Com. / BA / Semester III & IV), Organizational Behaviour & HRM (SYBMS Semester - III), Principles of Management (FYBMS Semester - II), Media Studies (Semester - III), Advertising in contemporary Society (TYBMM Semester - V), Fundamentals of Mass Communication (FYBMM Semester - II), Business Law (FYBMS Semester - I) Industrial Law (FYBMS Semester - II), Financial Accounting & Auditing (TY B Com. Semester - V), Ethics & Governance (SYBMS Semester - IV), Public Relation (SYBMM Semester - III)

Students are made to undertake research projects work which enables them to go beyond the syllabus to get a deeper insight into a particular topic.

Elocution competition, essay writing competition and several such other events were held on these issues during the period.

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

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

Response: 0

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

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

1.3.3 Percentage of students undertaking field projects / internships

Response: 18.32

1.3.3.1 Number of students undertaking field projects or internships

Response: 285

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

1.4.2 Feedback processes of the institution may be classified as follows:

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: C. Feedback collected and analysed

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 1.12

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

2017-18	2016-17	2015-16	2014-15	2013-14
21	17	16	18	22

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 73.11

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

2017-18	2016-17	2015-16	2014-15	2013-14
1556	1482	1788	1761	1848

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

2017-18	2016-17	2015-16	2014-15	2013-14
2080	2080	2380	2480	2520

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

Response: 82.54

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

2017-18	2016-17	2015-16	2014-15	2013-14
880	856	848	1001	1182

File Description**Document**

Institutional data in prescribed format

[View Document](#)

2.2 Catering to Student Diversity

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

The college classifies the students as per their learning abilities and capacity and then extends knowledge accordingly.

After the submission of the duly filled in admission forms by the students seeking admission in the college, the details submitted are verified and students categorised as Slow Learners (SL) and Advanced Learners (AL), on the basis of their previous years' academic performance. This grouping facilitates the teachers to decide the teaching strategy to be adopted as per the grasping power of the students and efforts are channelized towards upgrading the slow learners.

SLOW LEARNER:

Special attention is devoted towards the students who are academically weak. To polish their learning skills, remedial lectures are taken in the subjects they lag behind in. Problem areas in the said subjects are shortlisted. A proper timetable for the remedial lectures is framed and conveyed to the students. They are also mentored to identify their problem areas.

Students are made to solve previous years' question papers, as this practice makes them confident to face the Semester End exams. Additional sessions are conducted to solve difficulties related to subjects like Mathematics, Statistics, Accounting, Costing, Taxation etc. Slow learners are motivated to do reference work and use the library facility regularly. The Book Bank Scheme makes books easily available to bonafide students. Students coming from vernacular medium schools are specially assisted by our faculty which tries their level best to reach out to students with language problems, students are also encouraged to use English language as a medium of communication.

ADVANCED LEARNERS:

ALs are groomed to channelize their abilities in the right direction. In selected cases, ALs are encouraged to interact with SLs and share their knowledge.

2.2.2 Student - Full time teacher ratio

Response: 103.73

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

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

2.3 Teaching- Learning Process

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

Response:

- At the beginning of each semester the learners are familiarised with the syllabus prescribed by the University. Accordingly teaching plans are submitted by the teachers so that the students do not grope in the dark as far as the syllabus is concerned and have an idea of how the completion of the syllabus will be strategized.
- In order to enhance the learning skills of the students and to make the subjects taught interesting, co-curricular activities like guest lectures, debates, essay-writing competitions, etc. are regularly organised. Students are also encouraged and motivated to participate in inter-collegiate events.
- Culture is an integral part of our existence and with this understanding, stress is laid on cultural activities and these include theme based cooking, rangoli, mehendi and traditional dress competitions. Thus collaborative learning complements the learning process.
- To enhance the learning abilities of the students field trips and industrial visits are also organised.

Efforts are made to improve the communication skills of students and as facilitators the teachers train them to make presentations so that they master the art of public speaking. Personality development and grooming of the students is an area of prime concern with us.

File Description	Document
Any additional information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.	
Response: 100	
2.3.2.1 Number of teachers using ICT	
Response: 15	
File Description	Document
List of teachers (using ICT for teaching)	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues	
Response: 111.14	
2.3.3.1 Number of mentors	
Response: 14	
2.3.4 Innovation and creativity in teaching-learning	
Response:	
<p>Over the years the academic results / performance of our students has been above the results of the University, despite the fact that some of the students are from vernacular medium schools and have an average result at the H.S.C. level. A considerable number of students hail from marginalized backgrounds and many are first generation learners.</p> <p>Keeping the language problem of the students in mind, our teachers are by and large bilingual and as per the need they make the concepts easy to understand by explaining in English and then translating the same in the local language which is understandable to all. Nevertheless efforts are made to improve the ability of the students to be able to communicate in the medium of instruction – English. Remedial lectures are conducted to this effect.</p> <p>Various curricular concepts/topics are made interesting and easy to understand by organizing field visits. To update the practical skills, industrial visits and field trips are arranged. This practical exposure enables the students to correlate with the curriculum in a better way. Subject related films are screened followed by brainstorming interactive sessions.</p> <p>The Economics and the Accounts Forums conduct lectures and competitions on current topics to widen the scope of learning, for further motivation certificates and prizes are distributed.</p>	

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	
Response: 64.16	
File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years				
Response: 42.92				
2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years				
2017-18	2016-17	2015-16	2014-15	2013-14
7	7	9	9	10
File Description	Document			
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document			

2.4.3 Teaching experience per full time teacher in number of years	
Response: 27.33	
2.4.3.1 Total experience of full-time teachers	
Response: 410	
File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**Response:** 0

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

Institutional data in prescribed format

[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response:** 22.47

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	8	8	9

File Description**Document**

List of full time teachers from other state and state from which qualifying degree was obtained

[View Document](#)

Any additional information

[View Document](#)**2.5 Evaluation Process and Reforms****2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level****Response:**

- **Attendance Committee Meetings:** Maintaining regular attendance record of students is of utmost importance and a Key Responsibility Area of our college. The attendance of students is recorded by scanners in every classroom. The records maintained by the system are foolproof and this makes the attendance records absolutely transparent. Each division has a Guardian Teacher who is

responsible for all-round growth of the learners under their guidance. The Attendance Committee prepares a month wise defaulters' list which is shared with the parents and the student concerned.

- **Teachers Coordination with Parents:** Parents are kept in the loop as far as the progress of their child/ward is concerned and are also informed of their lapses. The Guardian Teachers keep a track of the family environment of the learners and accordingly counsel and mentor them time to time.
- **Efforts to improve performance:** Surprise tests, viva voce and group discussions are conducted at regular intervals so that the students remain updated with the syllabus.
- **Examination Result Analysis:** Results are analyzed after the declaration of the Semester End Exams. The Principal then conducts brainstorming sessions with the teachers to plan and strategize teaching techniques to improve the results, laying stress on the importance of extra coaching to the slow learners. If there is an apparent drop in the performance of the students, then reasons for the drop are traced and solutions to improve performances are recommended and implemented. Teachers constantly mentor and counsel the students to upgrade and boost their morale and performance.

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

Response:

Utmost transparency is maintained as far as internal assessment is concerned. Performance of the students is closely monitored and made known to the parents, students themselves and to the management, i.e., to the stakeholders, to be precise. Parents/ Teachers meets are regularly held to keep the parents informed of the progress and attendance of their child/ward. Parents are assured of the easy accessibility of the Guardian Teachers and are encouraged to visit the college as and when the need be, without any inhibition. Tutorials are conducted in the subjects of Mathematics, Business Communication and Computers to add to the subject knowledge of the students. Internally the students are assessed on the basis of viva voce, quiz competitions, presentations etc.

The current pattern of examination prescribed by the University has the 75/25 marks scheme for Foundation Course at the Sem I, II, III and IV level. Social Sciences, except Geography, too follow the 75/25 pattern at the Sem V and VI level.

An internal assessment is conducted prior to the Semester End Exam and this healthy practice retains the student-teacher bond.

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

Response:

- The college is affiliated to the University of Mumbai; therefore, in matters of examination related grievances/discrepancies in the assessment of papers, tally of marks etc the provisions prescribed by the University are followed. Exams are conducted on behalf of the University following it's

prescribed directives efficiently without exception.

- Forms for verification and re-evaluation are issued to the students and papers verified/re-evaluated as per the University guidelines and revised marksheets are issued accordingly.
- In case the students pass after verification/re-evaluation, admission is given to the next level.
- The Degree Examination Committee and the Unfair Means Committee play a crucial role in the fair conduct of exams. Student's caught using unfair means are given a fair chance to plead their case and only thereafter the Unfair Means Committee forwards their recommendations to the Principal.

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

Response:

- Academic Calendar for CIE consisting of the schedule for internal/external exams, setting of question papers (3sets each), declaration of results, assessment/moderation period is prepared and abided by.
- Syllabus covered for the internal assessment is as per the instruction of the Principal.
- Semester End Exams are conducted as per the University directive.
- A proper schedule for internal assessment is worked out for papers under the 75/25 scheme.
- ATKT exams are conducted for the regular and ex-students twice every academic year.
- Semester End Exams are conducted for the regular students as per the University schedule.
- Till 2016-17 First and Second Year exams were conducted at the college level on behalf of the University. Question papers were set by the respective teachers.
- Results are declared within 45 days of the completion of the Semester I, II, III and IV exams.
- After the declaration of results slow learners are identified and accordingly monitored.

2.6 Student Performance and Learning Outcomes

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

Response:

The programmes offered by our institution are uploaded on the Website and are also attached herewith.

The programme specific outcomes for these courses consist of extending basic knowledge and grooming students to be industry efficient and to meet market challenges.

PROGRAMME OUTCOME

B. COM.

Bachelor of Commerce, a widely respected and pursued degree, provides a range of subjects to be ingrained by the student. Accounts, Commerce and Maths form the backbone and subjects like

Environmental studies and Foundation Course supply the necessary input for the student to become socially aware. The benefits of this course are:

1. It makes students commercially aware of the legal and accounting aspects of business.
2. It is a practical course that makes students job ready.
3. The course makes the student ready for post-graduate courses and certifications.

B.A. (HUMANITIES)

Humanities are an academic discipline which deals with the study of human condition, utilising methodologies that are usually analytical, critical or speculative. The subjects offered under humanities are languages / literature (English, Hindi & Urdu) and social sciences (History, Geography & Economics).

The study of these subjects helps the students to understand the world around them, acquire competency in linguistic skills and develop analytical and interpretative abilities.

There is a plethora of career options available to graduates from this stream. They can pursue careers in the fields like teaching, counselling, public relations, communicators, sales, advertising, town planning, banking and in the field of translation as well.

B.M.S.

Bachelor of Management Studies is a programme which enables students to develop an advanced knowledge and skills in a range of business functions. The course gives an introduction to critical management skills involved in planning, structuring, controlling and leading an organisation. It provides a framework to help students to understand managing and being managed. Thus, leading them to become a more effective contributor to the organisations that they will join. The objective of the course is to educate the students to demonstrate employable skills so as to enable the student to stand out from the crowd and have an aptitude towards organisation and management skills.

B.M.M.

A bachelor of Mass Media places less importance on knowledge gained by only books but promotes the acquiring of knowledge through a practical format of teaching. The course is taught by faculty and professionals who belong to and have a considerable experience across fields of media. BMM is a career oriented course which enables multiple choices of fields such as movie making, advertising, theatre, radio, journalism and creative writing. It enhances communication, presentation and creative writing skills. It allows you to work your way through media in the language of your choice. Uses of computer software skills are also sharpened.

M.COM

Master of Commerce is a degree which specialises in Commerce, Accountancy, Management and Economics pursued by Commerce graduates. It enhances management skills required to take leadership role in the corporate world. The course provides an expertise in management of business skills that are required to take prompt and corrective decisions.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Link for Additional Information	View Document

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

Response:

I. Programme Outcomes:

- The college has chalked out general Programme Outcomes for the all-round development of the learners.
- Support is provided in the following areas.

a) Academic

b) Infrastructural

Support is provided with the intention of promoting Programme Outcomes such as Developing skills for independent learning, awareness of civic responsibility and environmental issues, values like Patriotism, Tolerance, Equality, Truth and Pursuit of Excellence, soft skills, communication skills and life skills, listening and leadership qualities as team leaders and members, spirit of enquiry and physical and emotional health.

College:

- The Academic Calendar is prepared and targets are set by the respective departments at the beginning of each semester.
- Lectures are conducted and monitored on a day-to-day basis.

Departments:

Teachers:

Teachers submit the tentative Teaching Plans at the beginning of each Semester and Reports at the end of semesters to the Principal.

Stakeholders:

Students also appraise the teachers anonymously to assure an honest feedback.

II. Programme Specific Objectives:

In order to achieve academic excellence the college has succeeded in attaining Programme Specific Objectives.

Students' Placements:

- The faculty makes the students aware of job openings through various job portals.
- A number of students are placed through personal references and recommendations.

Self-Employment:

- Economic empowerment of women is encouraged to motivate female students to be a part of the 'Earn While You Learn' Scheme.
- Programmes such as 'Meena Bazaar' are organised wherein participants are mainly girl students.

III. Course Outcomes:

- Fully qualified teaching staff undertake extensive teaching and their efforts result in course outcomes.
- Remedial teaching is conducted regularly.
- In order to keep the students updated with knowledge and universal progress ICT facilities are made accessible to them.
- Fully equipped library supplements teaching.
- The teaching-learning process becomes more effective with Internal Assessment.

Results at the T.Y.B.Com / B.A. level are satisfactory and in most cases better than its peers.

2.6.3 Average pass percentage of Students

Response: 84.66

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

Response: 436

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

Response: 515

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 3.22

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of project and grant details	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 13.33

3.1.2.1 Number of teachers recognised as research guides

Response: 2

File Description	Document
Any additional information	View Document

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

Response: 0

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

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 27

File Description	Document
Any additional information	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

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

Response:

Research work is integrated in the curriculum designed for all streams by the University of Mumbai. Students of B.A. & B.M.S. undertake research activities as part of their project work during the final year of their undergraduate programme whilst B.M.M. & M.COM. undertake research in Sem V and Sem II respectively. B.COM and B.A. students have project assignments in the subject of Foundation Course. (Semester I,II,III,& IV.)

The faculty members inculcate a spirit of inquiry and an intellectual curiosity among students during regular lectures. Final year B.M.S. students undertake projects based on Research Methodology; B.M.M. students conduct research in the subject of Advertising to comply with the demand of their project work and M.Com. students too take up project work for their academic growth and development. All these research-oriented activities act as incubation center where research skills of the young minds are nurtured.

The college provides adequate resources for conducting research activities, its library is a storehouse of reference books, journals, economic surveys and has all facilities of a reading room. The library staff provide help and support to the students. The computer lab, accessible to students, is also an important resource for research work. Students can access the internet facility.

Industrial visits are also organized for students to give them a first-hand experience in their chosen field. It also gives them practical knowledge about their subjects.

The faculty provides their expertise and guidance to the students to enable them to accomplish their research work successfully.

Teaching faculty are motivated to undertake research projects and present research papers at seminars and conferences. They also have papers and articles to their credit which are published in peer reviewed journals and some of the faculty have written reference books/chapters.

Faculty are given duty leave to attend seminars, conferences, and syllabus-change workshops. Such interactions act as an exchange and transfer of knowledge.

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

List of workshops/seminars during the last 5 years

[View Document](#)

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research**Response:** Yes**File Description****Document**

Institutional data in prescribed format

[View Document](#)**3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards****Response:** No**File Description****Document**

Any additional information

[View Document](#)**3.3.3 Number of Ph.D.s awarded per teacher during the last five years****Response:** 0.67

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 2

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 3

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

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

Response: 1.21

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	0	5	14	0

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

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

Response: 3.28

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	5	28	23	8

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

3.4 Extension Activities

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

Response:

The college is committed to social upliftment and strives to instil civic responsibility in the young minds through extension activities so that they develop into sensitized, socially responsible citizens. To sensitize students about social issues and work on their holistic development, the college has taken up extension activities of the Department of Lifelong Learning and Extension (DLLE). The college started with three specific activities- Career Project (CP), Anna Poorna Yojana (APY) and Status Of Women In Society (SWS). However, because concern for women is part of the college's vision, SWS activities are given special importance. The relevance of this activity lies in-

1. Working in an adopted area.
2. Obtaining basic data about the status of women in the area of work by preparing questionnaires under the guidance of the teachers.

Students analyse and interpret the data and prepare project reports which are submitted to the DLLE.

The SWS activity helps students build a rapport with the community and refines the analysing skills of the students.

The outreach programmes in the institution are organised through the Extension Unit. The College is well networked with its neighbourhood and promotes constant interaction which involves students' participation. The college lends all support and encouragement to students as is evident from activities undertaken to make them better citizens. These students are part of the society and come from different strata & localities.

Overall impact of extension activities on the students are:

- Participation in the nation-building process
- Awareness on social issues and possible solutions
- Motivation for responsible citizenship
- Inculcating human values among students
- Imbibing importance of moral, ethical and social values
- Minimising gender-discrimination
- Creating a sense of brotherhood and belonging.
- Reflection of the factual condition of the lower strata of society and the students' commitment towards the society.
- Improvement in sportsmanship and leadership qualities

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

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

Response: 3

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	1	2

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

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

Response: 5.06

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

2017-18	2016-17	2015-16	2014-15	2013-14
92	95	129	70	33

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

3.5 Collaboration

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

Response: 17

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	2	4	3	3

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document
Any additional information	View Document

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

Response: 0

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

INFRASTRUCTURE:

The College, located at 10, Nesbit Road, Mazagaon, Mumbai 400 010 is housed in a structure consisting of ground + 6 storeys. The building has the following:

Classrooms:

There are 18 classrooms - spacious, well-ventilated with natural light, adequate electrical facilities and ergonomically designed furniture. Teaching aids like OHP, etc., are used in teaching - learning process. The spirit of classroom training encompasses conceptual learning through interactive sessions, case studies, assignments and quizzes for students.

Library:

The Library has a comfortable reading room with a seating capacity of around 100 students. It is well equipped with nearly 14,000 books covering almost all aspects of Commerce & Humanities. The library includes a "Book Bank" consisting of core texts books, issued to deserving students for the whole academic year.

Computer Lab:

The computer lab in the college has 35 terminals and Internet facility for students and teachers is available .

Auditorium / Multi Purpose room:

The College auditorium has a seating capacity of over 100. It is fully air-conditioned and the light and sound systems are currently being revamped. The auditorium hosts various academic and cultural events of the college.

Office:

The well equipped and compact office is set in an area of around 900 sq. ft. and houses the Principal, Registrar and Administrative staff.

Canteen:

The canteen, recently refurnished is the hub of out-of-class discussions and exchange of information. It provides snacks and refreshments at reasonable rates.

Staff Common room:

The staff common room is air-conditioned and furnished with comfortable seating and is frequented by the faculty between their class schedules. A separate dining room is provided for the non teaching staff.

Prayer room:

The college has a serene Prayer room for prayers and reflection during breaks.

Medical Room:

Despite a major hospital close by, the college has provided a medical room equipped with necessary facilities to cater to emergencies.

Facilities for differently abled:

These include ease of entry – provision of ramp; availability of lift; etc.

STAFFING:

Teaching - The college has well qualified and experienced teaching faculty. Teachers have a professional approach and the excellent results at the University examinations are partly due to the dedicated efforts by the teaching staff. The teaching aids used by the staff help the students to learn the subject with ease.

Non teaching – 36 staff members, holding different qualifications and posts are engaged in providing financial, administrative and support services for the management and students.

Security Services – The college has adequate security personnel posted at strategic locations providing 24 x 7 services. Movement inside the college premises is closely monitored by CCTV cameras and physically controlled through production of ID cards by students and visitor passes by others.

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

Response:

The college encourages active participation by students in various sporting and cultural activities. Several students participate in inter-collegiate tournaments / programs both by way of sporting and cultural events. These activities are held, both in-house and at external locations. Merit certificates, medals and mementos are presented to meritorious participants.

For the holding of major events such as the Annual Sports Day, arrangements are made at external locations which provide the maximum facilities suitable for the event.

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc**Response:** 100**4.1.3.1 Number of classrooms and seminar halls with ICT facilities****Response:** 19

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

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.**Response:** 0**4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)**

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

Library is automated using Integrated Library Management System (ILMS)

- Name of LMS software **SOUL 2.0**
- Nature of automation **Full**
- Version **SOUL 2.0**
- Year of Automation **2012-2013**

Software for University Libraries (SOUL) is an integrated library management software designed and developed by the INFLIBNET Centre based on requirements of college and University libraries. It is a user-friendly software developed to work under client-server environment. The software is compliant for bibliographic formats, networking and circulation protocols. The software is designed to automate all housekeeping operations in the library.

File Description	Document
Any additional information	View Document

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

Response:

Library, one of the most important assets of an academic institution, provides an infrastructural facility as well as a useful knowledge resource.

The college takes pride in a fairly large collection of rare books (75+), which are mostly in Arabic and Urdu. These books are a rich source of knowledge, not easily available anywhere else.

The college library also has a large collection of Encyclopedia, World Books and Oxford and Cambridge Compendium (175+). These valuable reference books enrich the library and provide an excellent and authentic opportunity to the students and faculty to access them.

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following:

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

- A. Any 4 of the above
- B. Any 3 of the above
- C. Any 2 of the above
- D. Any 1 of the above

Response: E. None of the above

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

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

Response: 1.04

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

2017-18	2016-17	2015-16	2014-15	2013-14
0.56	0.08	0.88	1.89	1.80

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

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

Response: No

4.2.6 Percentage per day usage of library by teachers and students

Response: 3.76

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 59

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:**IT Facilities:**

The college has three servers - one dedicated for learning, one dedicated for administrative use and one dedicated for finance. The college also has paper and barcode scanning facilities, CCTV coverage of the entire campus and biometric attendance system. In addition teachers have access to over head projectors as a teaching aid.

College has a computer lab equipped with 35 computers well configured, with LAN and internet services.

Biometric devices are installed for recording students, faculty and non teaching staff attendance.

The computers and related electronic equipment is tested and maintained with a scheduled frequency to keep the facility functional.

Network equipment which includes access switches, wireless access points and security equipment etc have been installed by the college.

BEMS software was developed to record and explore student data enabling smooth functioning of the institution and development of management information system.

Document management system developed in BEMS is functional and used for generating admission forms, railway concession forms and examination forms.

Student profiles are accessible to faculty and administrative staff through BEMS software, which is also used for sending periodic alerts and notification to students and parents via SMS and email.

Students are issued barcoded photo identity cards for entry to campus.

4.3.2 Student - Computer ratio

Response: 44.46

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: <5 MBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

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

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 22.89

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

2017-18	2016-17	2015-16	2014-15	2013-14
48.25	54.60	8.47	6.78	6.16

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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

Response:

The college has an established system for maintenance and utilization of computers, classrooms, equipment and laboratories in the campus area. Responsibilities are delegated to ensure effective use and maintenance of existing infrastructure facilities. The physical facilities are maintained by the Institution by having maintenance contracts e.g. electrical, plumbing, lift maintenance, etc.. The college periodically

monitors the maintenance and cleanliness of the buildings, classrooms, labs, furniture, campus ground, staff lounge, students' amenity areas and cafeteria. Day-to-day maintenance of classroom furniture is carried out by the department staff and attendants.

In case of computer device failure or malfunctioning of any hardware device, it is first reported to the IT in-charge. The IT in-charge is responsible for replacing of any computer hardware in the case of any major issue.

The college has a well maintained and adequately catalogued library, which uses the SOUL software for students and faculty to borrow books and for faculty to recommend new books. Books are regularly updated, including careful maintenance of the rare books collection.

All classrooms are well ventilated / air-conditioned with adequate seating space. Classrooms and furniture are cleaned every morning and often as required more than once a day. Each floor has a dedicated cleaning attendant responsible for maintaining the cleanliness of each floor. Classrooms with overhead projectors are regularly inspected and maintained.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 0.24

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

2017-18	2016-17	2015-16	2014-15	2013-14
15	0	0	0	4

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: E. 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

Details of the students benefited by VET

[View Document](#)

Any additional information

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes**File Description****Document**

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)

Any additional information

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 10.04

5.2.2.1 Number of outgoing students progressing to higher education

Response: 52

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

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.				
Response: 0				
5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years				
2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
Response:
<p>The Students' Council provides a platform to students for co-curricular and extra-curricular activities. The active involvement of the members of the students' council motivates the students to participate in the programmes undertaken by various departments in the college and ensure maximum participation of students. Each representative can be a member of more than one activity / committee, either academic or cultural. The Council performs several activities and renders help of organisational nature such as in Anti-Ragging Cell, Sports Committee, Cultural Committee and the Library Committee. The representatives actively participate in conducting various surveys, analysis, contacting invitees, helping departments with correspondence work, logistics, cultural programmes, sports meets etc. Student representatives from Post-Graduate courses help in organising and conducting Remedial Courses and help weak learners under the guidance of the teachers. The Anti-Ragging Cell has been particularly effective over the past few years as</p>

no instances of ragging have been reported. The student members of the Cell help in organising programmes to bring awareness of the harmful effects of ragging and bullying. The student representatives are also at the forefront of organising the Annual Day programme of the college. Such comprehensive participation and delegation has helped in fostering leadership qualities. The selection to the Students' Council is done as per academic merits and their active participation in various important units such as Extension Unit, Women's Development Cell etc. Students' Council members participate in inter-collegiate competitions and in organising various activities. Their main role is to assist in conducting cultural and sports activities, both within the college and participation in inter-collegiate events. The Students' Council also participates in organising the Convocation ceremony held in the college for Degree distribution.

The Students' Council represents students' views and grievances and conveys these to the authorities for discussion and amicable resolution. The Council provides valuable informal feedback regarding curriculum, teaching learning and evaluation process. The Council also makes the students aware of various extension programmes and encourages students to participate in these. The Council motivates students to participate in existing student-oriented programmes of the college such as guest lectures, topical debates, etc. The college Sports is an annual event and the Council has the responsibility to co-ordinate the different sports events and assist the teachers in making the event a success. The Council also has the duty to recruit volunteers for this purpose. Thus, the Council contributes to a healthy interaction among students and teachers regarding academic, co-curricular and extra-curricular activities of the college. In addition, the Council ensures discipline in the college campus by encouraging students to observe the rules of the college and instil environmental consciousness. The Council also creates awareness among students regarding the necessity of making the college a plastic-free zone and stresses the importance of maintaining personal health, hygiene and cleanliness in and outside the college.

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

Response: 1

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	0	2

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

5.4 Alumni Engagement

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

Response:

At present no formal Alumni Association or Chapters exist. However, college has commenced data collection of its alumni over its 50 years existence and interpersonal interaction has started.

The following alumni of the institution are actively employed as teaching and non-teaching staff of the institution in line with their respective qualifications:

Teaching Staff: Dr. Qasim Imam, Mr. Piyush Shah, Mrs. Hemlata Kamble, Mr. Javed Shaikh, Mrs. Reshma Khan, Mrs. Raffat Siddiqui.

Non Teaching Staff: Mrs. Zainab Lakkadghat, Mr. Murtaza Mandasaurwala, Mr. Naeem Borsedwala, Mr. Harendra Yadav, Mrs.. Maya Shinde, Mr. Shahid Kazi, Mrs. Sana Shaikh.

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

VISION

Our Vision — is based on the vision of His Holiness Dr. Syedna Mohammed Burhanuddin (RA), the 52nd Dai-al-Mutlaq and head of the Dawoodi Bohra Community and now his noble successor His Holiness Dr. Syedna Mufaddal Saifuddin (TUS), the 53rd Dai al-Mutlaq – “Knowledge for All” that is to impart education in all fields and branches of learning and knowledge irrespective of caste, creed or religion.

Our Mission:

To evolve competent and value oriented leaders from among the focused and striving individuals of the minority community in particular and the society in general, by providing them with holistic and contemporary education.

To cater to the academic needs of the community with a keen focus on economically marginalised and weaker sections of society, especially girls.

To impart quality education to students, with emphasis on culture and tradition with a right blend of modernity and technology.

To empower the youth to uphold values of humanity, truth, justice, nationhood, global peace and harmony.

To realise the above vision and fulfil its mission, the college offers courses which:

- are career-oriented;
- are holistic in nature;
- are socially relevant and updated;
- prepare graduates for the real world challenges; and
- provide strong educational foundation for higher education.

For the development of students into intelligent and effective entrepreneurs, the College:

- provides educational opportunities to all, irrespective of their social, cultural and religious background;
- prepares graduates to be sensitive to the society and be humane in their approach and behaviour;
- ensures a learning environment of creativity and constant innovation; and
- offers state of the art information-communication and technology.

Management of the College actively promotes the aforesaid vision, mission and governance by:

- formulating policies benchmarked against reputed educational institutes, which include commitment to excellence;
- formulating plans for long term goals;
- formulating short term plans focussing on curricular teaching with competency-building initiatives with effective industry academia interface;
- organising guest lectures, workshops and extension activities for making the faculty members, students and employees sensitive towards issues of societal values, ethics and gender equality; and
- motivating faculty members.

The Board of Trustees ensures:

- that adequate resources are available for effective functioning of the College; and
- that the Principal and the IQAC adopt an internal evaluation system.

6.1.2 The institution practices decentralization and participative management

Response:

Management ensures a proper decentralization of powers among the functional heads (teaching & non teaching) and provides for their participation in formulating, implementing and monitoring short and long term strategic plans and day to day operations.

Management provides adequate support for policy and planning through need analysis, research inputs in consultation with the stakeholders.

Action plans are built around the inputs and suggestions received from these stakeholders. This is ensured by:

- formulation of action plans for all operations and incorporation of the same into the institutional strategic plan;
- regular interaction with stakeholders; and
- creating a culture of excellence and having flexibility for desired organizational changes.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

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

Response:

Yes.

Top management lays down well defined plans for the organisation which are communicated to all levels.

Short term goals are set to implement long term vision.

Procedures are in place to keep track of achievements and functioning, including modification of plans where required.

Some of the plans initiated and successfully implemented are:

- revival of NAAC certification
- implementation of a biometrics based attendance system
- 100% moderation of examination papers to strengthen academics
- refurbishing of class rooms
- renovation of office premises
- painting of college building
- renovation of canteen
- promotion of the use of teaching aids and other technological methods
- improvement of the IT infrastructure
- updating of Internal Quality Assurance System

File Description	Document
Any additional information	View Document

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

Response:

Organisational structure of the institution including governing body and administrative setup is given in the attached Organogram. The functions are as follows:

Board of Trustees - set and oversee policies to achieve the vision and mission of the Institution.

Principal - to lead and monitor the academics of the Institution in accordance with the regulation and guidelines of the University & other Regulatory Authorities and support the Board of Trustees in achieving the vision and mission of the Institution.

Vice Principal - To assist the Principal in the discharge of his duties.

BMM / BMS Coordinator - To oversee and manage the self financed courses.

Registrar - Act as the interface between the institution and the Authorities; support the Principal in implementing all academic policies and interacting with students; maintaining all statutory and institutional records.

Financial Controller - To supervise all accounting, revenue, expenditure, budgetary and other financial matters and be responsible for all statutory compliances.

HR Administrator - To be responsible for and monitor the teaching and non teaching staff of the institution.

Educational Consultant - To advise and guide the Board of Trustees on educational policy matters as and when called upon, including suggestions for implementing new courses and strengthening existing courses.

Facilities Manager - To look after the upkeep of the physical infrastructure of the Institution.

PRO - To liaise with various external agencies and to act as a media spokesperson of the Institution.

The Institution adheres to the rules and regulations defined by University Grants Commission, State Government and Affiliating University for procedures involving recruitment, promotions, service matters and grievance redressal for staff.

File Description	Document
Any additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: B. Any 4 of the above

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

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

Response:

The College has various committees to help in implementation of their resolutions. The list of committees and their functions, in brief, are as below:

- The DLLE committee enlists students for extension activities under the aegis of the Dept. of Lifelong Learning and Extension of the University of Mumbai to make them socially cognizant.
- The Students' Council garners students' talent and effort through co-curricular and extra-curricular activities and channelizes them constructively to develop qualities of leadership and organisation.
- The Library and Book Bank committee takes stock of the academic requirements of students and arranges for reference books on the recommendations of the teachers concerned, in addition to recommending dailies and periodicals.
- Student Grievance Cell interacts with students on a personal basis to address their problems and provide redressal where necessary.
- Women's Development Cell works towards developing the potential of girl students through various programmes that encourage their participation to help them overcome their inhibitions.

- Economic Forum arranges for talks by eminent resource persons on a range of issues that assist the students in understanding not only economics but also economies.
- Unfair Means Committee looks into malpractices adopted by students during examinations and advocates punishments as per the rules set by the University of Mumbai.
- Statistics & Data Collection Committee collects and analyses the data related to students.
- Anti-Ragging Committee has been set up to look into cases of ragging when reported and take necessary action. The committee takes pre-emptive action to avoid disturbing situations.
- Board of Sports aims at inculcating in students a sense of sportsmanship and towards that end conducts the annual sports day. The Board motivates students to participate in inter-collegiate and university-level competitions.

Extension activities are conducted under the aegis of the Department of Life Long Learning and Extension, of the University of Mumbai. The activities conducted by this committee helps the students to develop a mature perspective of social issues. It is a step towards inculcating leadership qualities, team work and helps in moulding the students into responsible citizens.

A systematic approach in planning the activities is followed and the decisions taken at the meetings are executed.

A committee has been appointed which looks after the functioning of DLLE.

The schemes undertaken are Status of Women in Society, Annapoorna Yojana and Career Project.

Details of one activity successfully completed in academic year 2013-14:

- Students enrolled for this programme were oriented about extension activities through power point presentation.
- Students who opted for Status of Women in Society were asked to prepare a questionnaire for a survey of 50 women.
- To implement Annapoorna Yojana, an event was planned and conducted in the college.
- As decided, students participated in Udaan fest of the University of Mumbai.
- Students prepared project report at the end of each academic year.

File Description	Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The list of existing welfare measures for teaching and non-teaching staff:

- Teachers are given advance payment against salary in case of emergency.
- Need based interest free financial support are given to teachers and non teaching staff upon recommendation.
- Non teaching staff are motivated to pursue higher education and upgrade themselves; where if needed relaxation / flexibility is given in working hours.

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

Response: 22.28

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	1	0	9	11

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

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

Response: 4.59

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	1	0	3

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	View Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document

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

Response:

A system of regular assessment of teaching and non-teaching staff is in place.

Academic Performance Indicator (API) of staff members is validated by IQAC which plays a pivotal role in implementing Career Advancement Scheme. It recommends due cases to the University through the Principal.

The Principal conducts periodic evaluation of teaching staff and feedback is given to staff members to improvise as and when required.

Principal also carries out periodic evaluation of non-teaching staff and corrective actions are taken to improvise as and when required.

Performance appraisal is conducted for teaching and non-teaching staff annually.

Students' feedback forms an important source of information for the performance appraisal of the faculty in addition information received through self-appraisals. Principal's and HODs' feedback also form part of the process.

1. For imparting quality education, the Principal and IQAC adopt the internal evaluation system which is periodically monitored to make it more effective.
2. The IQAC tries to motivate faculty members to adopt new tools and techniques for teaching and research.
3. The college carries out internal audit of academic and administrative activities.
4. Feedback is taken from the student and the information is analysed for any improvement.
5. Organisation of extension activities for making the faculty, students and employees sensitive towards issues of environmental concerns, societal values, ethics, gender quality and for developing a scientific world view.
6. To make the faculty aware of the social responsibility of the institution, they are motivated to involve themselves in programmes related to literacy and hygiene, in the slum areas of the town etc.
7. The Board ensures that sufficient institutional provisions are made available for effective functioning of the College.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

College is managed by Burhani Education Society (BES), a public charitable trust registered under **The Bombay Public Trusts Act** and is being audited annually by an external auditor, appointed by the governing body, and is subject to the overall supervision of the Charity Commissioner.

Last financial audit has been completed till financial year 2017-18 and mid-year review till January 2019 has already been done by these auditors.

Internal audit is being done by way of review of the processes and controls in place for the relevant areas by the functional heads, as an ongoing activity. Corrective measures are suggested/implemented as and when required.

In addition to the above, as and when necessary, the governing body (trustees) call for special audits/reports to be prepared by qualified external agencies on any particular subject.

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

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

Response:

The college mobilises funds in the following manner:

- Fees from students for aided and self-financed courses, which is the major source of income.
- Interest free borrowings from Community Trusts.
- Grants under the UGC scheme.

The College ensures optimal utilisation of resources by way of stringent monitoring and control over expenditure and cash transactions. Currently, all major fee receipts are by way of demand draft; cash receipts are limited to petty amounts on exceptional basis. Day-to-day receipts / payments are governed by Delegation of Authority (DOA). All infrastructural or non-recurring expenses capital expenditure are incurred only after obtaining multiple quotes which follow a due approval process. Operation of bank accounts is strictly regulated and requires multiple signatures.

Annual and monthly budgets are prepared on the basis of financial plans of all the departments and same are put up to management for review, discussion and approval.

6.5 Internal Quality Assurance System

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

Response:

The IQAC makes a significant contribution in institutionalising best practices. It implements at least one strategy related to academics or administration every year.

Two examples of the same are stated below:

Title of the Practice: **Guiding and motivating the faculty for research.**

The Goal: To ensure that faculty conducts research on subjects of academic importance and publish their reports on the same.

The Practice: IQAC has implemented a process to achieve the above goal. IQAC coordinates and ensures various support services to the faculty in the conduct of their research -- providing special rooms; research books; magazines and articles on the subject at hand; secretarial assistance and adjustment of lecture timings, to allow flexibility for research time.

Evidence of Success:

Research work enables and ensures an in depth understanding of a topic and develops analytical skills – this is particularly important in intellectual and academic growth. Therefore research work has been taken up by the teaching faculty.

Over the last five years, more than 100 research papers in national and international conference proceedings have been published - are an evidence of the research temperament of the faculty. In addition to this, publications of books stand to the credit of 4 teachers over the same period.

Research oriented faculty are able to transmit an in-depth knowledge of the subject to the students.

Title of the Practice: **Holistic Development of the Students**

Goal: To provide the students with several opportunities to participate in co-curricular and extra-curricular programs. This would enable the students not only to mould their personality, but also instil in them a sense of social responsibility, and consequently build confidence to face the challenges of the modern world.

The Context: The college aims to involve maximum students to participate in co-curricular, extra-curricular and cultural activities along with academics. This holistic approach enables the students to develop a wider perspective of life and inculcate a lifelong attitude of learning.

The Practice: The College conducts many activities under the aegis of the University of Mumbai. Extension activities are conducted under the Department of Life Long Learning and Extension so that the students are exposed to the real challenges in the society and get a first hand experience of how to deal with critical situations and empathise with members of the society.

Evidence of Success: The students get hands on experience by working on projects like Status of Women in Society, Annapoorna Yojana and Career Projects.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations

and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The teaching-learning, infrastructural facilities and teaching outcomes are reviewed by IQAC as per norms and appropriate changes are suggested.

IQAC reviews the Teaching Learning Process by monitoring and suggesting appropriate changes to the following activities:

- 1.Preparation of academic calendar and time table.
- 2.Preparation of lesson plans by all the teaching faculty.
- 3.Orientation given to the students about the utility value of each subject.
- 4.Maintenance of attendance record.
- 5.Submission of detailed lecture report for every year.
- 6.Recording students' feedback.
- 7.Incorporate changes in pedagogical methodologies on the basis the analysis of the students' feedback.
- 8.Results are analysed to bring about improvement in the students' performance
- 9.Analysing self-appraisal forms received from faculty.

Example of Structure and Methodology:

Example 1: Extensive Use of ICT

IQAC suggested modernizing the teaching learning process through implementation of ICT methods.

Projectors have been installed in some classrooms and the teaching faculty makes use of them effectively. The idea of introducing audio-visual methods of learning is to break the monotony of the written word. Learners respond well to these audio-visual aids as they complement the verbal communication.

Outcome: Use of graphical images, animations, and screening text-based movies is a frequent practice.

Teachers also use online resources which offer information with graphical explanations not found in the regular text books. The use of ICT has made teaching learning process effective by generating and sustaining the interest of the students in the classroom. Students are encouraged to used ICT methods in class room presentations.

Example 2: Remedial classes

Proposal : The IQAC in recognition of the fact that the College caters to economically and academically challenged students, proposed to provide extra remedial coaching. The results of the students would be taken as a base and a schedule for remedial coaching would be drawn up to suit the needs of the students. This is intended to improve the overall performance and results of the students.

Outcome: The selected weak students who attended the remedial lectures found them very useful and helped them improve their results. An oral feedback was taken from the students and it was found that the primary issue with the students was the non availability of books. These students were provided books on

loan from the institution's book bank and with notes on various topics in the syllabus so that there would be no burden on their finances.

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

Response: 2.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	2	3

File Description

Document

Number of quality initiatives by IQAC per year for promoting quality culture

[View Document](#)

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

File Description

Document

Details of Quality assurance initiatives of the institution

[View Document](#)

Annual reports of institution

[View Document](#)

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

Response:

M.Com - To Facilitate student progression, the college has introduced M.Com - a 2 years (4 Semesters) programme with options of Accounts & Business Management.

The IQAC was established after the first accreditation cycle. It has implemented many quality enhancement measures in the academic and administrative domains during the last five years. IQAC takes regular reviews of academic and administrative functioning of the college. Examples of quality initiatives taken in the past five years are as follows:

- BEMS software was developed to record and explore student data enabling smooth functioning of the institution and development of management information system.
- Document management system developed in BEMS was fully functional and was being used to generate admission /railway concession/HSC examination forms.
- Student profile at single click.
- SMS to students / parents
- ID cards with barcode.
- Biometric attendance system for faculty & non-teaching staff.
- Computers and internet facility are provided.
- SOUL software is used for bibliographical records.
- Classrooms are ICT enabled.
- All books are barcoded.
- Entire campus network is restructured by replacing old cables with CAT6 e-cables improving the data transmission flow and internet speed.
- Internet facility and networking is being updated in a phased manner.
- Academic calendar is distributed at the beginning of the year.
- Students are provided with reference books, internet facility in the College.
- Book bank facility is given to students.
- Students are motivated to participate in curricular/ extracurricular activities to enhance their skills.
- Project work, assignments and interactive sessions help students gain practical insight.
- Guest lectures are helpful in giving a new perspective.
- Question bank and study materials are provided to students.
- Students are trained to undertake research activities such as data collection, data analysis, project work, and subject related field-visits.
- Book bank facility is available
- Industry professionals are invited as visiting faculty / guest lecturers to give industry exposure and industry insight to students.
- Faculty make use of ICT to improve pedagogy.
- Faculty are sent for Orientation/ Refresher courses.
- Faculty are motivated to take up minor and major research projects.
- Faculty are encouraged to present research papers and publish books and papers in journals and periodicals.
- Faculty attend workshops, conferences and seminars to update themselves with the latest trends in research and development. They are motivated to act as resource persons and experts to disseminate

knowledge. This also helps in interacting with faculty from other institutions which leads to better work culture

- Management offers financial support to staff in the event of delay in payment of salaries by the authorities.
- Non-teaching staff are encouraged to complete their education pursue further studies, for which flexibility is allowed in their duty timings.
- Mandatory two sided printing of all documents.
- Using refillable ink for printer in Xerox machine cartridges.
- Twice daily cleaning of campus for hygiene.
- Regular maintenance and fertilisation of plants.
- Hourly cleaning of all toilets for good hygiene.
- Recycling of newspapers and magazine on regular basis.
- No smoking, no tobacco, no alcohol and no drugs policy strictly enforced.
- Promoting low dust chalk for use in classroom blackboards and use of white boards.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 6

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	2

File Description

Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

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

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

Response:

Safety and Security

Safety and security of all, especially women is given utmost importance. The college has adequate security personnel to enter the college premises.. The teachers are also required to wear identity cards. Visitors are also checked manually. There is 24 hours CCTV surveillance through out the premises, to ensure the safety of the students ensuring lady security guard/s in the premises.

The college authorities constantly monitor the students behaviour to avoid any untoward incidents.

Counselling:

Students are provided academic, career and personal counseling by the faculty members. Many a time, students, guide them with their problems and the teachers guide them accordingly. Professional help and advice is also given to resolve

Common Room:

Provision of a separate common room exclusively for ladies is under consideration

7.1.3 Alternate Energy initiatives such as:

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

Response: 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 103143

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 90

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

Response: 19457

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 21619

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

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:**Solid waste management:**

The College has provided waste bins across various points in the premises. The College further manages such waste by segregating wet and dry garbage. This waste is then transferred to municipal pick-up vans which visit college daily. Usage of plastic is strictly discouraged. Rubble and other such waste is collected and stored at designated locations, pending disposal. Twice daily cleaning of campus ensures a reduced generation of waste and adequate segregation of solid and liquid waste.

Liquid waste management:

The college undertakes periodic check of general drainage and plumbing, taps and pipelines to ensure that no leakages or damages have occurred. Whenever required, repairs are undertaken on priority basis.

E-waste management:

The College is aware that, disposal of e-waste is an emerging global environmental, public health and data security issue. Care is taken to collect, store e-waste items like monitors, printers, calculators, electronic circuits and old computer parts, etc. at a designated place. Before disposing the e-waste, IT incharge considers the possibility of reuse/up gradation of the same. Going forward college is exploring the possibility of disposing e-waste through certified e-waste recyclers.

7.1.6 Rain water harvesting structures and utilization in the campus**Response:**

As stated earlier, the College is situated in a prime residential district of South Mumbai. Apart from the campus area being 0.75 acres and devoid of a major ground and other facilities, rain water harvesting has not been a matter of priority but with recent advancement implementation of the programme is under consideration.

The answer is repeated to comply the condition of minimum 500 characters.

As stated earlier, the College is situated in a prime residential district of South Mumbai. Apart from the campus area being 0.75 acres and devoid of a major ground and other facilities, rain water harvesting has not been a matter of priority but with recent advancement implementation of the programme is under consideration.

File Description	Document
Any additional information	View Document

7.1.7 Green Practices

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

Response:

Green Practices

Public Transport:

- 1) Students are encouraged to use public transport--further promoted by providing concession forms for railway and bus passes.
- 2) Students and staff are advised to avoid use of private vehicles to avoid pollution and traffic.
- 3) Staff is encouraged to use public transport and pooling of private vehicles

Plastic Free Campus:

- 1)The college follows healthy green practices and regularly conducts cleanliness drives.
- 2) The campus as well as the canteen is hundred percent plastic free.

Paperless Office:

Initiatives taken towards minimising usage of paper are:

- 1) Mandatory two sided printing of all documents.
- 2) Recycling of newspapers and magazine on regular basis.

Green landscaping with trees and plants

- 1) Regular maintenance and fertilisation of plants and trees in the College premises.
- 2) Planning green landscaping of College campus.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years**Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

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

A. 7 and more of the above**B. At least 6 of the above****C. At least 4 of the above****D. At least 2 of the above****Response:** C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
link to photos and videos of facilities for Divyangjan	View Document

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

Response: 12

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	3	3	2	2

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

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

Response: 6

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	0	0

File Description	Document
Report of the event	View Document
Any additional information	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

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

7.1.13 Display of core values in the institution and on its website

Response: Yes

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

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

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

Response: 10

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	2	2

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

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

Response:

The college celebrates Independence Day with a deep sense of nationalism. Students make all the preparations and decorations for the same. The Members of the Board, Principal, faculty members and students gather in the college campus at the scheduled time for flag hoisting and accompanying programme.

It has always remained a tradition to start the celebrations with the recitation of Al-Quran. Tricolor is then hoisted by the Principal or the retiring teacher. The flag hoisting ceremony is followed by National Anthem and the Principal's address. A short cultural program is also organized. The Burhani Band performs march-pass with the drill playing and tri color flag flying high.

Republic Day

Every year Burhani college celebrates Republic Day. On this day in 1950, the Indian constitution came into force and our country became a Republic. All the teachers and students assemble on the ground floor at the scheduled time. After recitation of Al-Quran, the Principal or the retiring teacher unfurl the national flag along with the playing of the National Anthem. The Burhani Band plays a soothing music with march-pass.

The Principal addresses the gathering and speaks about the importance of nationalism Patriotic songs are sung by students. A dress code is followed both by the students and teachers.

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

Response:

Finance:

College is managed by Burhani Education Society (BES), a public charitable trust registered under The Bombay Public Trusts Act and is being audited annually by an external auditor, appointed by the governing body, and is subject to the overall supervision of the Charity Commissioner. Last financial audit has been completed till financial year 2017-18 and mid-year review till January 2019 has already been done by these auditors. Internal audit is being done by way of review of the processes and controls in place for the relevant areas by the functional heads, as an ongoing activity. Corrective measures are suggested/implemented as and when required. In addition to the above, as and when necessary, the governing body (trustees) call for special audits/reports to be prepared by qualified external agencies on any particular subject.

Academic Transparency:

At the beginning of every academic year, time table is allocated to teachers. The subjects are assigned department wise. Once the workload and time table is finalized, the class wise time table is displayed on the notice boards. Time table schedule is strictly followed by all the teachers. In case of any teacher's absence, a substitute teacher is assigned duty to his/her class. The college Prospectus clearly mentions the subjects to be chosen by students. Attendance of students and teachers is currently monitored through biometrics system.

College follows centralized class test and evaluation system. Photocopies of answer books are made available when requested and reevaluation process is carried out as per University of Mumbai norms.

Students who have underperformed in the exams are counselled and if necessary, meetings with the parents are also held.

Administration:

Amount of fees is communicated transparently to the students well in advance. Fee collections are made

only against fee receipts issued. The breakup of the fees collected is also communicated to the students by way of fee receipts issued.

Admission forms / Prospectus are easily available to any student who desires admission.

Reimbursement of fees to the students is immediately made on receipt of the fee amount from institutions giving scholarships.

7.2 Best Practices

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

Response:

Title of the practice

Book bank facility

Objectives of the practice

This is a semester based scheme in which syllabus related books are issued at a nominal fee to all eligible students. After filling up the form and payment of refundable deposit, books are issued. The money is refunded when all the books are returned.

Context

In order to avail this facility, students have to apply in the prescribed form, available in the library. Students have to abide by the rules of the Book-Bank. Returning of the books is mandatory including replacement whenever necessary.

The practice

As many students come from economically challenged backgrounds, this scheme is a boon to them. Change in syllabus by the University of Mumbai every 3 years is a disadvantage for this scheme.

Evidence of success

Due notice of filling up the book bank form is issued and circulated in all the classrooms and displayed on

the notice boards at the beginning of each year. This scheme opens doors of knowledge to students. On an average, around 150 students per year have been benefitted from this scheme. This results in a saving for the students since they do not have to purchase the books. Many students have graduated without much financial burden on their families because of this scheme. Each year more and more students come forward to avail the benefit of this scheme.

Problems encountered and resources required

The College has always offered a fixed set of text books. At times, students also require different reference books / publications.

Change in syllabus by the University every 3 years is a disadvantage for this scheme.

Title of the practice

Meritorious students, parents felicitation

Objectives of the practice:

To motivate the students by recognising their achievements and to involve the parents in the success of their ward's achievement.

The Context

To get active involvement of parents and to encourage them to pay more attention to their wards; make them feel proud of their achievements, make them aware of their potential and seek their support for the further progress of their wards.

The Practice

The students who have performed well in exams held throughout the year are given certificates and parents are also called during the Degree distribution ceremony. Talented and meritorious students are given trophies and parents are also felicitated.

Evidence of Success

The best result of this practice is that it not only motivates the students and their parents but it creates positivity and willingness among other students to work hard to be a part of such programs. So they do

their best and try to perform well in exams.

Problems encountered and resources required

Till recently many parents did not take this practice seriously. However, with better communication, more and more parents attend the events and participate in them whole heartedly.

7.3 Institutional Distinctiveness

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

Response:

As per our founding fathers' vision "Knowledge for All", the college is committed to provide educational opportunities to all, irrespective of their social, cultural and religious background. The college ensures a learning environment of creativity, constant innovation and state of the art Information-Communication and Technology. The college aims at preparing graduates who are sensitive to the society and are humane in their approach and behaviour to suit their later roles as intelligent and effective entrepreneurs.

The college focuses on the educational development of economically weaker sections of society, and girls in particular. We are proud of the fact that we serve many first generation learners coming from the Minority community. The students come from nearby areas as well as distant suburbs. Special attention is paid to the upliftment of vernacular medium students to bring them in line with those from the english medium. Meritorious students are felicitated by award of certificates; trophies; prizes and other incentives.

Policies formulated by the top management ensure commitment to excellence in all spheres -- top quality human resources; state-of-the-art infrastructure and interface of technology to facilitate student-centric learning atmosphere.

5. CONCLUSION

Additional Information :

Burhani College is on the threshold of celebrating its “Golden Jubilee”—commemorating 50 glorious years of its existence—having come a long way in imparting comprehensive education to young, aspiring students from diverse socio-economic backgrounds—many, from the economically marginalised and weaker sections of the society, specially girls.

Over the years, the College has undertaken several measures to keep up with the ever changing environment—physical (infrastructure), academic (curriculum), economic (lifestyle) and social (culture, values). Towards this, the management lays down both long term plans and short term goals which are communicated to all levels.

In terms of infrastructure and academics, some of the plans initiated and successfully implemented have been enumerated and briefly explained as response to the question at 6.2.1. under the head --Strategy Development and Deployment. The Organizational structure is designed to ensure timely and proper implementation of the institutional objectives and adequate decentralisation with appropriate delegation of authorities. The College lays emphasis on culture and tradition with a right blend of modernity and technology to impart quality education to its students and empowering the youth to uphold values etc..

To further improve on all parameters, some of the plans under implementation; at various levels of discussions / approvals; at various stages on the drawing board are:

1. Further upgrading of the infrastructure;
2. Provision of one more computer lab;
3. Expansion and further automation (digitisation) of the library;
4. Providing additional facilities for the differently abled students;
5. Improving the IT infrastructure and support system;
6. Introducing add on courses and vocational programmes;
7. Starting a night college for the benefit of working students;
8. Introduction of post graduation courses;
9. Collaborating with like minded institutions on a variety of subjects;
10. Formalising the Alumni Association;
11. Provision of additional sports facilities, internally and externally ;
12. Provision of Hostel for out-station students;
13. Setting up a Research Centre for PhD s etc.;
14. Providing placement opportunities for graduating students.
15. Rain water harvesting and Solar energy devices.

Concluding Remarks :

Founded in June, 1970 and named after its illustrious Founder, His Holiness Dr. Syedna Mohammed Burhanuddin (RA), the 52nd Dai-al-Mutlaq and head of the Dawoodi Bohra Community, the College has, since its inception strived to implement and further his Vision—“Knowledge for all” that is to impart education in all fields and branches of learning and knowledge irrespective of caste, creed or religion. Since 2014, his noble

successor, His Holiness Dr. Syedna Muffadal Saifuddin the 53rd Dai-al- Mutlaq , continues to ably lead and guide the institution on the same path to uphold and carry forward his legacy. Special emphasis is laid on the provision of quality education to the needy and economically marginalised sections of the society in general and the minority community, in particular.

The institution is student- centric and makes conscious efforts for their overall development, empowering and educating them to face the real world challenges and uphold values of humanity, truth, justice, nationhood, global peace and harmony. The holistic development is evident from the fact that scores of our alumni have become highly successful entrepreneurs, professionals, corporate executives, teachers, social workers etc. making a mark in the society.

As early as 2004, the College had applied for NAAC accreditation and had received **B++ grade**. Since then, the College has continued its efforts to further improve its infrastructural facilities and academic parameters in pursuit of realising its vision and mission. The Board of Trustees, the Principal, the teaching and non-teaching staff all work unitedly towards this singular purpose.

Without digressing from its cherished values and chequered past (spanning 50 years), Burhani College is presently undergoing a noticeable transformation in keeping with the needs of the time—by improving and upgrading its infrastructure, its teaching and learning methods, strengthening the quality assurance system, introducing new courses and undertaking several other measures--- **all aimed at placing the institution on the pedestal in the company of the “Best of the Best” in the near and foreseeable future.**

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p>Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>1.2.2.1. Number of programmes in which CBCS/ Elective course system implemented. Answer before DVV Verification : 21 Answer after DVV Verification: 5</p> <p>Remark : DVV has considered programs here.</p>																				
2.2.3	<p>Percentage of differently abled students (Divyangjan) on rolls</p> <p>2.2.3.1. Number of differently abled students on rolls Answer before DVV Verification : 1 Answer after DVV Verification: 0</p>																				
2.3.3	<p>Ratio of students to mentor for academic and stress related issues</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 15 Answer after DVV Verification: 14</p> <p>Remark : DVV has not considered list of mentor for 2019-20.</p>																				
3.3.2	<p>The institution provides incentives to teachers who receive state, national and international recognition/awards</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: No Remark : DVV made the changes as per clarification provided by HEI.</p>																				
3.3.4	<p>Number of research papers per teacher in the Journals notified on UGC website during the last five years</p> <p>3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>0</td> <td>7</td> <td>18</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	5	0	7	18	2	2017-18	2016-17	2015-16	2014-15	2013-14					
2017-18	2016-17	2015-16	2014-15	2013-14																	
5	0	7	18	2																	
2017-18	2016-17	2015-16	2014-15	2013-14																	

5	0	5	14	0
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3.3.5	<p>Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years</p> <p>3.3.5.1. Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 481 1046 616"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>9</td> <td>31</td> <td>23</td> <td>8</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 694 1046 828"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>5</td> <td>28</td> <td>23</td> <td>8</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	1	9	31	23	8	2017-18	2016-17	2015-16	2014-15	2013-14	1	5	28	23	8
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	9	31	23	8																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	5	28	23	8																	
3.4.2	<p>Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years</p> <p>3.4.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1108 1046 1243"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1321 1046 1456"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	0	1	0	0	0	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	1	0	0	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	0																	
3.4.3	<p>Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years</p> <p>3.4.3.1. Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1814 1046 1948"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>2</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 2027 1046 2083"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	1	1	1	2	3	2017-18	2016-17	2015-16	2014-15	2013-14					
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	1	1	2	3																	
2017-18	2016-17	2015-16	2014-15	2013-14																	

0	0	0	1	2
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4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0.56	0.08	0.88	1.89	1.80

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0.56	0.08	0.88	1.89	1.80

4.2.6 Percentage per day usage of library by teachers and students

4.2.6.1. Average number of teachers and students using library per day over last one year

Answer before DVV Verification : 35

Answer after DVV Verification: 59

Remark : DVV made the changes as per logbook entries provided by HEI.

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
26.39	38.20	2.24	1.97	3.43

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
48.25	54.60	8.47	6.78	6.16

Remark : DVV made the changes as per expenditure of R&m, Reading Room, security and computer exp. in audited statement for 2013-14, 2014-15, 2015-16, 2016-17 and 2017-18 provided by HEI.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	58

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : Provided report does not reflect number of students benefited by career counselling for 2013-14.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	2	1	8

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	0	2

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	1	0	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	1	0	3

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	3	2	2	11

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	2	3

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	3	3	4

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	2

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0.04	0.05

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : DVV made the changes as per clarifications provided by HEI.

7.1.17	<p>Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years</p> <p>7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 510 1046 645"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>4</td> <td>3</td> <td>3</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 723 1046 857"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	5	4	3	3	6	2017-18	2016-17	2015-16	2014-15	2013-14	2	2	2	2	2
2017-18	2016-17	2015-16	2014-15	2013-14																	
5	4	3	3	6																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	2	2	2	2																	

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1137 986 1249"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>20</td> <td>20</td> <td>20</td> <td>20</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1328 986 1440"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	21	20	20	20	20	2017-18	2016-17	2015-16	2014-15	2013-14	5	5	5	5	5
2017-18	2016-17	2015-16	2014-15	2013-14																	
21	20	20	20	20																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
5	5	5	5	5																	
2.3	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1603 986 1715"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>518</td> <td>496</td> <td>533</td> <td>565</td> <td>473</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1794 986 1906"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>515</td> <td>496</td> <td>556</td> <td>544</td> <td>469</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	518	496	533	565	473	2017-18	2016-17	2015-16	2014-15	2013-14	515	496	556	544	469
2017-18	2016-17	2015-16	2014-15	2013-14																	
518	496	533	565	473																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
515	496	556	544	469																	