SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ORIENTAL EDUCATION SOCIETY'S, SANPADA COLLEGE OF COMMERCE AND TECHNOLOGY

SECTOR 2, PLOTNO 3,4,5, BEHIND SNAPADA RAILWAY STATION, SANPADA (W), NAVI MUMBAI
400705
www.scct.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sanpada College of Commerce and Technology was established in August 2004, in affiliation with the University of Mumbai. The establishment of SCCT as an educational institution was and will always be credited to the late Prof. Javed Iqbal Khan, who had the vision to give education to the underprivileged. He was an educator who had the desire and vision to make higher education accessible to students from Navi Mumbai and the surrounding areas who were economically, socially disadvantaged and especially the children of backward sections. The college is conveniently located in between Navi Mumbai, accessible to the entire city.

This institution has always focused on supporting the people of our society by giving them the resources and opportunities they need to broaden their minds, develop their critical thinking skills & capabilities, and get ready for future challenges. The college commenced with a Bachelor of Commerce course in 2004 followed by a Bachelor of Banking and Insurance and Bachelor of Science in Information Technology in 2007. The College tried to have a wider vision and took the opportunity to educate students with creative thinking by beginning with courses like Bachelor of Management Studies (2008) followed by Bachelor of Accounting and Finance, Bachelor of Multimedia and Mass Communication (2010), and Bachelor of Science in Computer Science (2013).

Location

Sanpada College of Commerce and Technology is situated adjacent to the Sanpada railway station in Sanpada, Navi Mumbai. The ease of travel is a major factor for students who commute from the far end of the city. The college has access to both Mumbai and Navi Mumbai due to its location in the heart of the city of Navi Mumbai. The hub of numerous corporate and philanthropic endeavors, Vashi-Sanpada is also believed to have access to all the corporate and social sectors. The Mumbai-Pune Highway divides the residential the industrial portions of Sanpada. The railway track has brought Trans-Hazard closer. Numerous industrial businesses also operate out of Sanpada, which is located on the other side of the Mumbai-Pune Highway.

Vision

The vision emphasizes the larger duty of a school to equip students for responsible and active engagement in a globalized society. A key principle that demonstrates a dedication to maintaining high standards in education is the pursuit of excellence.

Mission

The mission underlines the emphasis placed by the organization on encouraging critical thinking and innovation among its students. It encourages students to have a positive impact on society by highlighting the value of ethics and character development. It highlights the university's dedication to empowering students by providing them with the knowledge and abilities necessary for both their personal and professional success. It's core value that expresses a commitment to holding education to high standards is the pursuit of excellence.

This mission statement is represented in the following key values:

- Inculcating spiritual, cultural, social, and ethical values
- Striving for academic excellence and global competency
- Promoting research and innovation
- Developing social consciousness and responsibility to realize a just, secular, and democratic nation
- Adopting practices for environmental sustainability and development
- Facilitating participatory leadership

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

An important asset is having a group of knowledgeable educators with experience. Faculty members with the right qualifications may mentor students, deliver excellent instruction, and conduct insightful research. For efficient teaching and research, it is crucial to have access to modern facilities, well-stocked classrooms, libraries, laboratories, and technology, which is provided by the institution. Strengths that draw students and build the institution's reputation include high academic standards, a demanding curriculum, and a dedication to quality education. A solid track record of graduating students who go on to succeed, publishing important research, or dominating a particular field can be a huge advantage. Increased enrollment and support are frequently correlated with a positive image. The overall strength of the institution can be enhanced by a strong institutional culture that encourages creativity, collaboration, and a dedication to learning. Current students and the college can gain from the resources, connections, and mentoring provided by a devoted and active alumni network. In addition to opening chances for students and faculties, partnerships with nearby businesses and organizations can boost the institution's profile and influence. Moreover, a strong institutional culture that promotes innovation, collaboration, and a dedication to learning can strengthen the institution. These benefits include the ability to excel academically, draw in bright teachers and students, and have a good influence on both the local area and the larger educational scene.

Institutional Weakness

Student achievement may be hampered by inadequate or incompetent counselling, career guidance, and academic advising services. Due to the influence of the vernacular as a medium of instruction at the school level, inadequate language skills are faced. Lack of funding for training and research opportunities for faculty members can make it more difficult for the institution to provide top-notch instruction. On a national and international level, exchange programmes and connections with other colleges and institutions are essential.

Institutional Opportunity

Students' creativity and problem-solving abilities can be encouraged by developing multidisciplinary programmes and courses. Encouraging physical fitness on campus, which improves students' happiness and academic performance. Funding for scholarships, research, and infrastructure upgrades can be obtained by forming relationships with charitable institutions and benefactors. Utilizing government programmes and

grants for research, education, and innovation can help you get more money and resources. Strong connections with nearby businesses, organizations, and communities can open doors for students to participate in research collaborations, internships, and other experiential learning opportunities. Participating alumni in professional development activities, fundraising campaigns, and mentorship programmes can build a strong network and offer current students invaluable support.

Institutional Challenge

- Due to conventional departmental hierarchies, encouraging cross-disciplinary collaboration can be difficult.
- The competitiveness for student admissions and, in particular, faculty retention may be impacted by the growing number of degree colleges in and around the Navi-Mumbai region.
- It is difficult to raise most of the students to a professional level because they come from low-income families and have poor communication skills.
- Maintaining the fragile equilibrium between expanding the research environment and financial viability is fairly difficult.
- A major problem still exists in increasing student retention and graduation rates, particularly for disadvantaged populations.
- While there are numerous advantages to technology, it can also be difficult to keep up with its rapid advancements and guarantee equal access to its resources.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The first criterion focuses on curricular aspects, which include the relevance and importance of the curriculum, its design and development, the teaching-learning process, assessment and evaluation, and the feedback mechanism. As the college is affiliated with the University of Mumbai, the curriculum of our institution is aligned with the objectives of the programme outcomes stated by the affiliating body. The institute runs Seven credit-based programs in the fields of Commerce, Arts, and Science, namely - B.Com, B.Com (Accounting & Finance), B.Com (Banking & Insurance), B.M.S, B. A (Multimedia & Communication), B.Sc. (Information Technology) & B.Sc. (Computer Science) where in each department's responsibilities are overlooked by respective coordinators. The curriculum which is developed with the involvement of subject experts by the affiliating body is implemented by our institute, using innovative pedagogical practices such as problem-based learning, case studies, and experiential learning are used to enhance the teaching-learning process. As per the direction of the University of Mumbai, the institution has a robust assessment and evaluation system that includes College level assessment for first-year and second-year students and University level assessment for final-year students. In the past 5 years, the institute has offered 16 add-on courses in varied domains to give hands-on learning to the students apart from the course curriculum Students undertake research projects in the final year of their program, where out of total student strength, approximately 20% of students fulfill the project submission successfully. The placement committee undertakes a lot of efforts to provide internship opportunities to the students during their academic year. The institute follows a robust feedback system where feedback is taken from Students, Teachers, and Alumni on the infrastructure, lecture quality, syllabus review, and overall experience of these stakeholders in the institute. Action taken report, sample of filled feedback forms and feedback analysis report have been uploaded on the college's official website for reference.

Teaching-learning and Evaluation

Sanpada College of Commerce and Technology is a **Linguistic Minority (Hindi) Institute.** The University of Mumbai is in charge of overseeing, centralizing, and directing student enrollment and admission. The admissions procedure at the institute is transparent, open, and compatible with the guidelines established by the UGC. To ensure effective teaching and learning, student-centered strategies are implemented. Faculty actively employ ICT tools to increase effective learning and the standards of lecture content and delivery. Remedial lessons are planned to help slow learners and to improve student performance. The Institute employs NET, SET, and PhD-holding instructors who are passionate, qualified, experienced, and trained. Exams are administered efficiently by the Institutes Exam Cell, which also assigns tasks for paper assessment and invigilation. Outcome Based Education (OBE) is used to achieve the goals of the program's numerous courses. Expert lectures from Industry and academia are conducted to address the identified gaps in the curriculum. Course Outcomes (COs) are specified for every course in the syllabus, whereas Program Outcomes (POs) are determined by accreditation authorities. The Institute made every effort to maintain the teaching-learning process during the COVID-19 pandemic. Excellent outcomes have been achieved in every course as a consequence of the faculty's combined efforts, which include developing a strong curriculum and implementing effective teaching-learning techniques.

Research, Innovations and Extension

The College promotes research which has been integrated with academics by the University of Mumbai by providing opportunities for the students to conduct minor research projects in their final year of the program. The institution is enhancing campus-level research facilities and fostering a multidisciplinary research base for both students and teachers. National-level seminars are conducted to promote research culture within the campus. With professionals from business and academia, the institute hosts lectures, seminars, webinars, and workshops on the most recent advancements in academic research. There are a good number of publications by faculty every year that are being published in high-impact factor journals. The DLLE unit registered under the University of Mumbai is engaged in outreach and extension activities in society, giving students an opportunity for life-long learning. Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and the impact thereof during the last 5 years: Throughout the last 5 years, our college has engaged in a diverse range of initiatives to contribute positively to the local community like "Beti Bachao Beti Padhao" Campaign: "Save the Sparrow" Campaign, Tree Plantation Awareness, Azadi ka Amrit Mahotsav, Wall Painting Drive, Clothes Donation Drive, Women Development Cell, etc. The impact of extension activities conducted by the college is evident in the transformed lives and enhanced well-being of the community. The Institute has active collaborations with various other Colleges and has signed MOUs with the same for several reasons, including internships, and the fulfillment of research projects. Sanapda College of Commerce and Technology, Western College of Commerce and Business Management, and Ramsheth Thakur College of Commerce and Science conducted many exchange programs to expand the scope of the learning experience for students, to get a more realistic perspective, and to update the academic, collaboration is expected with neighboring academic institutions. Students not only absorb current knowledge but also be enterprising and try to create new knowledge, products, and ideas.

Infrastructure and Learning Resources

The Institution has adequate infrastructure for effective engagement of teaching-learning, co-curricular, and extra-curricular activities to support the teaching-learning process. Classrooms are well-ventilated, furnished, and spacious, keeping in mind the students' comfort, and equipped with Wi-Fi facilities for both the students and the teachers. The seminar hall is air-conditioned and can hold a student capacity of around 200. The entire campus is under the surveillance of CCTV. The institute has well-equipped computer labs with 190 computers with all required software based on the curriculum. The labs are well furnished, air-conditioned with CCTV and with high-speed internet facility. The Institute Library is partially automated, and the various aspects of the library have been digitized with e-granthalaya (Verson-3.0), the Integrated Library Management Software(ILMS) from the National Information Centre (NIC), Ministry of Electronics and Information Technology, Government of India in the year 2010. There is a structured LAN facility at the college. The network is organized into three tiers: access, distribution, and core. All the end users are connected through 10/100/1000 base ports. Broadband plan for small businesses or lease lines with a capacity of above 100 MBPS. The institute offers seamless internet service around the campus for laptops and mobile devices. The college's IT department provides user IDs for all of the devices, which the system administrator uses to limit access to the radius server and secure all Wi-Fi nodes. The teaching and learning process is enriched by demonstration CDs on topics related to the curriculum. Students are also encouraged to use ICT facilities for their learning progress. The colleges use MY SQL, TURBO C, ORACLE, MS EXCEL, VISUAL STUDIO, and VISUAL BASIC for the students. Three air-conditioned computer labs with 190 computers and 02 dedicated servers for the smooth functioning of computer labs. The staffroom is equipped with Computers, Printers, LAN, and Wi-Fi connectivity. The college has active social media platforms like Facebook and Instagram to share activities of the college. The objective is to maintain an excellent infrastructure, which is beneficial to students and faculties.

Student Support and Progression

Sanpada College of Commerce and Technology has always been an inclusive campus that values the needs of all its students, regardless of their financial situation. The scholarship committee makes sure that deserving and economically disadvantaged students receive scholarships from governmental and non-governmental organizations. To support students in developing their professional knowledge, ICT proficiency, language and communication skills, and life skills, the institution also offers a variety of workshops. Several statutory committees have been established for the general development of the student, which includes the alumni association, the grievance redressal cell, the training and placement cell, the SC/ST and minority cell, the anti-ragging committee, the college women's development cell, and the grievance redressal cell. Students get an opportunity to show off their skills and compete at the college, zonal, district, state, and national levels by participating in intercollegiate and intercollegiate cultural and sporting activities. The institution is assessed on the effectiveness of its career guidance and placement services. These demands assisting students with their career exploration, disseminating job prospects, and organizing placements. The institution guarantees the pupils' academic advancement by maintaining a close watch on student participation in extracurricular activities, academic progress, and dropout rates. The College also focuses on the alumni's support of the current students as well as the institution's attempts to keep a robust network of alumni. Alumni actively participated in student placements, conducting sessions through the placement cell, and fostering job opportunities for students.

Sanpada College of Commerce and Technology always strives for the betterment of the students by mentoring them from the time of admission up to the completion of their program at various levels and the Placement Cell plays a major role in campus recruitment.

Governance, Leadership and Management

Sanpada College of Commerce and Technology has an active and strong management team that is future-driven and stands on its vision and mission to make the college one of the most inspiring and determined institutions for education. The Principal is the academic and administrative head assisted by two Vice -Principals and Seven Program Coordinators. Aligned with its vision and mission the college offers BCOM and Six Self-Financed Courses namely BAF, BBI, BAMMC, BSC-IT, BSC-CS, and BMS along with add-on certification courses to enhance skill-based education. E-governance has been extended to various domains like Administration, Finance, Accounts, Library, Student Admission Support, and Examination. The Appointment and Service rules are aligned with UGC guidelines and management possesses a policy that is adhered to by the management. Training and Development Programs are implemented for both Teaching and Non-Teaching Staff members emphasizing encouragement. Uniforms are provided for Class IV employees like security guards, lift operators, and lab attendants while cleaning staff receive necessary items like masks and hand gloves to maintain hygiene. The Teaching Staff Appraisals are evaluated based on their academic performance and student feedback. The management uses details provided by staff in the self-appraisal form filled out at the end of every academic year and verified by the principal to make decisions about Salary Appraisal. The college management strictly opposes any form of donation including cash and does not provide support for such unethical activities. It undergoes periodic External Audits to ensure financial accountability and transparency. POs and COs have been identified and evaluated. Efforts are made to offer effective teaching to enhance practical understanding and equip students with skills applicable to real-world scenarios. IQAC (Internal Quality Assurance Cell) is institutionalized to work on the quality of education involving tasks such as Planning of Academic Calendar, Lecture Planning, Lecture Monitoring, Mentoring Students, Analysing Student Progression, and Feedback. Regular meetings take place to improve student involvement to enhance teaching quality, enhance Attendance, and promote Research. Action plans are formulated and implemented to drive these improvements over time by conducting seminars for students as well as teaching staff.

Institutional Values and Best Practices

Oriental Education Society's Sanpada College of Commerce and Technology, over 8 years, has grown to its present size and status where more than 2000 students are studying in various professional and non-professional streams in Degree College. The College has been dedicated to providing quality education to equip the students professionally and to provide excellent facilities so that they can reach their goals. The college has a huge infrastructure designed for the comfort and convenience of the students. With a view to an all-round development of the students, the college emphasizes not just classroom education but also conducts various initiatives within and outside the college campus. The College promotes gender equity and the welfare of women by conducting activities under the Women Development Cell(WDC). Also, to familiarize the students with the burning social and environmental issues, the DLLE and NSS unit of the college conduct workshops, Road Safety Rallies, Cleanliness Drive, Tree Plantation, Blood donation camps, etc regularly. The college celebrates national festivals like Independence Day, Republic Day, etc which helps to foster the spirit of National pride among the students and employees. The students are encouraged to showcase their talents in the annual cultural event - Oriens. Sports Day and International Yoga Day help celebrate the importance of a healthy mind and body. Understanding the importance of the conservation of natural resources, the college has undertaken various initiatives to tap into alternate sources of energy like solar lights, LEDs, etc. Waste management and water conservation methods are adopted along with the maintenance of the garden outside the college campus. The students are also encouraged and involved in various activities related to environmental awareness outside the college campus. The college has proven its distinctiveness by all such various curricular, co-curricular, and cultural activities not just inside the college, but also beyond the college campus. The

involvement of the students in every aspect of the college endeavors ensures that the employees and the students of the college are part of an empowered and inclusive environment.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ORIENTAL EDUCATION SOCIETY'S, SANPADA COLLEGE OF COMMERCE AND TECHNOLOGY
Address	SECTOR 2, PLOTNO 3,4,5, BEHIND SNAPADA RAILWAY STATION, SANPADA (W), NAVI MUMBAI
City	Sanpada
State	Maharashtra
Pin	400705
Website	www.scct.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	SURYAKANT V LASUNE	022-27758715	9819714974	022-27750351	principal@scct.edu.in
IQAC / CIQA coordinator	ROSELIN LINITTA GEORGE	022-27752213	9324408768	022-27750351	roseline.linitta@scct.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority Certificate (SCCT) English Translation.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Hindi
Any Other	

Establishment Details

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	SECTOR 2, PLOTNO 3,4,5, BEHIND SNAPADA RAILWAY STATION, SANPADA (W), NAVI MUMBAI	Urban	2.65	9662

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,Bachelor of Management Studies	36	HSC	English	120	120
UG	BCom,Commerce,Accounting and Finance	36	HSC	English	60	47
UG	BCom,Commerce,banking and insurance	36	HSC	English	60	43
UG	BCom,Commerce,	36	HSC	English	240	240
UG	BA,Arts,Multimedia and Mass Communication	36	HSC	English	60	41
UG	BSc,Science, Information Technology	36	HSC	English	120	120
UG	BSc,Science, Computer Science	36	HSC	English	60	60

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	1	0	0	1	0	0	0	0	12	28	0	40
Yet to Recruit	0				0				0			

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

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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				4
Recruited	3	1	0	4
Yet to Recruit				0

Qualification Details of the Teaching Staff

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

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	2	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	12	26	0	38
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	2	2	0	4

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	412	17	0	0	429
	Female	241	1	0	0	242
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	397	388	367	400
	Female	203	247	227	211
	Others	0	0	0	0
Others	Male	63	66	61	66
	Female	35	40	43	42
	Others	0	0	0	0
Total		698	741	698	719

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Oriental Education Society's, Sanpada College of Commerce and Technology, affiliated with the University of Mumbai, fully embraces the National Education Policy's vision of providing high-quality

education to help our country's human resources evolve into global citizens. Sanpada College of Commerce and Technology benefits from its campus, which accommodates institutions spanning various disciplines such as Pharmacy, Law, and Education. This exceptional environment enables collaborative opportunities among these institutions and their students. Being an affiliated college, the College is ready to provide support and infrastructure for conducting multidisciplinary and interdisciplinary UG programmes as per the guidelines of the University. The key NEP principles, including variety for all curricula and pedagogy with technology breakthroughs in teaching and learning, supporting rational decision-making and innovation, critical thinking, and creativity, have been the subject of discussion among the NEP Cell which is actively functioning in the College. The College runs seven programs namely BCom, BAF, BBI, BMS, BAMMC, BSc IT, and BSc CS in affiliation with the University of Mumbai. The institution has a good rapport with the neighboring colleges, where academic programmes have been updated to incorporate multidisciplinary and interdisciplinary courses as electives. Inter-disciplinary curricula, allow students to select their preferred options from the spectrum of programs offered by the College, which in return will foster students' overall academic growth. The institute only offers Choice-Based Credit System (CBCS) courses. A few of them also cover ethical and environmental topics such as project management, management principles, environmental studies, and professional ethics. The College is situated in the heart of the city of Navi Mumbai, which is developing rapidly. This may provide an opportunity for introducing various job-oriented courses for students in collaboration with the industries. Industrial and commercial developments in the region will provide an opportunity for the College to avail necessary teaching staff for new courses as per the National Education Policy, 2020.

2. Academic bank of credits (ABC):	Academic Bank of Credit is an essential part of the National Education Policy (NEP) 2020, which is a digital storehouse of credits earned by students. The College understands the ABC Framework will let students take one course in one institution for a whole year and permits the students to transfer to another

	during the following year. The institute has already formed the ABC IDs for the academic year 2022-23. Presently, all evaluation is supervised by the University of Mumbai. The Institute is awaiting for further guidelines from the University of Mumbai concerning the Academic Bank of Credits (ABC), once the University of Mumbai adopts and implements the same for credit redemption to award a certificate, diploma, or degree.
3. Skill development:	The institute features a well-established skill development unit in collaboration with the seven departments that actively contributes to the improvement of students' technical, vocational, and soft skills. The institute has a well-established placement cell, which actively contributes to strengthening the current trends needed in business. Additionally, the college has already been offering courses like soft skill development, certificate courses in Tally and GST, English Speaking, Digital Marketing, Competitive exams, Securities Market, Entrepreneurship Development Programme, Leadership Development, Sales and Marketing Management, Microsoft Excel, Commercial Banking, Financial Literacy, Public speaking, Events Planning and Management, Web Designing etc. under the employability enhancement program for students in skill courses. The College is in the process of upcoming value-based courses that can be aligned with contemporary technological trends and include: • Artificial Intelligence • Data Analytics • Intellectual Property Rights etc. By offering these courses, the institute aims to equip students with pertinent knowledge and skills, rendering them well-prepared for the rapidly evolving professional landscape. These initiatives not only cater to academic excellence but also uphold the institute's commitment to ensuring holistic and well-rounded individuals.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The College is well-equipped in terms of human resources and infrastructure to give its students courses in languages including Marathi, Hindi, Urdu, and Spoken English, which is a step toward advancing the objectives of the New Education Policy. Furthermore, the college integrates Indian dance forms and music into the cultural events 'ORIENS,' an occasion that celebrates diverse cultural expressions. The institution also observes National

	Memorial Days such as Constitution Day, Yoga Day, Independence Day, and Republic Day, reaffirming its commitment to national values and commemorations. For the benefit of students, the college also intends to provide a certificate program in yoga and natural medicine. Depending on the proper regulatory framework provided by the University of Mumbai under the New Education regulations, the College may potentially investigate the possibilities of launching programmes in music and Indian art and culture.
5. Focus on Outcome based education (OBE):	The institution, which is affiliated with the University of Mumbai, abides by the rules as and when they are given, and whenever possible, it uses a variety of teaching methods, such as lectures, seminars, tutorials/workshops/practical and project-based learning fieldwork, technology-enhanced learning internships and apprenticeships, and research work. The College Staff are well-versed in Programme Outcomes (PO) and Course Outcomes (CO). They are sent to various workshops for syllabus revision. They are educated to apply creative teaching-learning procedures to ensure that the teaching-learning processes provide the desired results. Students enrolled in the Foundation Course are assigned Project Work on a variety of social and political concerns like (1) Substance Abuse – Impact on Youth and Challenges for the Future (2) HIV/AIDS – Awareness, Prevention, Treatment and Services (3) Problems of the Elderly – Causes, Implications and Response (4) Issue of Child Labour – Magnitude, Causes, Effects and Response (5) Child Abuse – Effects and Ways to Prevent (6) Trafficking of Women – Causes, Effects and Response etc . The College will strengthen the framework of numerous certificate courses shortly to meet the requirements of the New Educational Policy.
6. Distance education/online education:	The College is already equipped, particularly during COVID-19 pandemic scenarios, to carry out the teaching-learning process using various online modes such as Google Class Rooms and WhatsApp. The entire college campus is Wi-Fi equipped, with LCD Projectors installed in classrooms, therefore online education will be carried on without any hindrance. Given the space limits in a big metropolis, various non-technical programs can be delivered online to working and adult populations at reasonable fees. The

	college intends to collaborate with various Open Universities, to provide its various programs via distance mode at the campus. The College has the required infrastructure and staff to provide a variety of nontechnical courses via distance learning.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the College has constituted the Electoral Literacy Club (ELC). The composition of the Electoral Literacy Club is as follows : Name of the Member Mr. Sushil Jadhav - Faculty Representative Mr. Sangram Singh - Faculty Representative Ms. Satve Ashvini - Faculty Representative Ms. Meenal - Faculty Representative Mr. Enayat Karim - Non–teaching Staff Representative Mr. Rasmiranjan Ramesh Samal- Student Member Mr. Ansh Pathare - Student Member Ms. Jadhav Mrunali - Student member
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. The college has appointed students and faculty coordinators for the smooth conduct of various activities under ELC. Mr. Sushil Jadhav has been working as Faculty Co-Ordinator since the establishment of ELC. ELC is functional and representative of creating awareness and conducting events. Members of the Club come from the teaching staff, non-teaching staff, and the student body.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Students are made aware of their voting rights as law-abiding citizens of India and exercise them with complete accountability and knowledge to select the best candidates for national leadership throughout the electoral process. Voter engagement forms were completed and signed by qualified candidates. In line with the same, we also started a campaign in our college: "Have You Enrolled yourself in the Voters List?" under which information was collected from the students about their registration in the voter's list and further guided them to register.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in	To raise awareness of the value of voting, our college's DLLE unit organized a poster-making and drawing competition on, National Voters Day. Additionally, The Institute has started educating its in-house pupils about voting. More of these

electoral processes, etc.	workshops will be scheduled to improve the students' voting literacy.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Most of our first-year students are under the age of 18. We also have a significant number of SY and TY students who have not yet registered to vote. To persuade these individuals to enroll in Voting, the college launched a campaign called "Have You Voted?" "Did you sign up for the voter list?."

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2077	2092	2033	2045	1979

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

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

Response: 97

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
47	41	42	45	44

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
385.40	254.55	241.29	319.54	298.47

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The Institution is affiliated with the University of Mumbai and offers traditional (B.Com) as well as professional programs (BMS, BAF, BBI, BAMMC, BSC IT & BSC CS) inculcating the curriculum designed by the University which is well-planned to develop all-inclusive-approach-for the students. The College is dedicated to crafting the students to take up their desired careers from the perspective of the student.

CURRICULUM PLANNING:

Curricular planning and implementation play a crucial role in shaping the education system of any University. In the case of the University of Mumbai, the graduation syllabus is carefully designed to provide students with a holistic and comprehensive learning experience. The IQAC provides guidance on the implementation of the schedule to be followed for every academic year. The University Academic terms are followed and teaching workload is decided by the Heads of Department. The syllabus for the courses is framed by the Board of Studies (BoS) of the University of Mumbai. Annual Academic Calendar, and College Prospectus containing rules and regulations are displayed on the college website for the students. The Heads of the Department finalize the Timetable, Workload, and Subject Allocation in consultation with the Principal and timetable committee to meet the objective of effective curriculum delivery.

The faculty members prepare their teaching plans at the beginning of the academic year. Theory and Practical classes are held according to the Timetable, prepared by the Timetable Committee / HOD and the timetable is displayed on the college notice board for the students and parents. The curriculum planning process involves various stakeholders, including faculty members, alumni, and current students. This collaborative approach helps to ensure that the curriculum is comprehensive and meets the needs of all stakeholders.

Following are the elements of Curriculum planning undertaken by Sanpada College of Commerce & Technology:

CURRICULUM DELIVERY & IMPLEMENTATION:

The implementation of the curriculum is equally important as it determines how effectively the course material is delivered to students. Sanpada College of Commerce & Technology has a robust system in place to ensure that the curriculum is implemented in a structured manner, with regular assessments and feedback to track student progress. This helps students to stay on track and achieve their academic goals.

In general, the syllabus is delivered through a combination of lectures, workshops, seminars, and practical sessions. The lectures are conducted by subject matter experts who cover the theoretical aspects of the syllabus. Workshops and seminars are more interactive and provide students with the opportunity to ask questions and engage in discussions. Practical sessions are designed to help students apply what they have learned in a real-world setting. Overall, the University of Mumbai strives to provide well-structured and comprehensive curriculum delivery that prepares students for success in their chosen fields.

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

1.2 Academic Flexibility

1.2.1

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

Response: 16

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

Other Upload Files	
1	[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses

of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 35.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
656	1779	0	541	623

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

The syllabus of the University of Mumbai for graduation students covers a wide range of subjects that are essential for holistic education. However, some cross-cutting issues are equally important but often overlooked. These issues are crucial for creating socially responsible graduates who can positively contribute back to the society. One of the most important cross-cutting issues is sustainability. In today's world, graduates must be aware of their impact on the environment and the importance of sustainable practices. The syllabus should include topics such as climate change, sustainable development, and environmental ethics to educate students about their role in preserving the planet.

Another important cross-cutting issue is social justice. The syllabus should cover topics related to social inequality, discrimination, and human rights. Students should be educated about the challenges faced by marginalized communities and how they can contribute to building a better society. Ethics and values are also critical cross-cutting issues that should be included in the syllabus. Graduates should be equipped with the knowledge and skills to make ethical decisions in their personal and professional lives. The syllabus should cover topics such as moral reasoning, ethical principles, and values-based leadership. Finally, digital literacy is another important cross-cutting issue. In today's digital age, graduates need to be well-versed with technology and digital platforms. The syllabus should cover topics such as digital citizenship, online safety, and media literacy to ensure that graduates are responsible digital citizens. Being student-centric, the institution favours and encourages the whole development of its students. The Board of Studies (BoS) affiliated with the University of Mumbai created a curriculum for several

programs that incorporate intersecting themes, including sustainability, gender equality, human values, and environmental protection. In addition to the BoS-affiliated syllabus, **t**he National Service Scheme (NSS), the Department of Life Long Learning and Extension (DLLE), and the Women Development Cell all run several workshops at the college on a variety of cross-cutting problems.

NSS: Residential Camps

The students are taken to a 7-day residential camp where they learn practically about how values are important and the meaning of ethics and sustainability since they stay with minimum modern basic facilities.

DLLE: Annapurna and Other Programmes

The students who enroll in DLLE are trained to take up projects that give them practical training in various cross-cutting issues and inculcate lifelong learning in them.

WOMEN DEVELOPMENT CELL: Workshops and Events

The WDC of the college organizes workshops and expert sessions on gender sensitization, menstrual hygiene, Cyber Crime, Breast Cancer awareness, female safety, etc. to give more insights into these cross-cutting issues.

In conclusion, cross-cutting issues are essential for creating socially responsible graduates. The syllabus of Mumbai University for graduation students should include topics related to sustainability, social justice, ethics and values, and digital literacy to prepare students for the challenges of the 21st century.

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

1.3.2

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

Response: 18.68

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

Response: 388

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 97.97

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

2022-23	2021-22	2020-21	2019-20	2018-19
698	741	698	719	712

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

2022-23	2021-22	2020-21	2019-20	2018-19
720	762	720	720	720

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 21.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
39	39	39	39	39

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

2022-23	2021-22	2020-21	2019-20	2018-19
180	180	180	180	180

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 44.19

2.3 Teaching- Learning Process

2.3.1

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

Response:

The teachers evolve various student-centric methods to improve learning outcomes. At the same time, workshops and guest lectures are organized at regular intervals by each department to make the teaching-learning process student-centric. The student-centric programmes are introduced to make their learning better. Various methodologies employed by the faculties include:

Experiential Learning:

- Project Work and viva-voce are integral parts of all self-financed professional programmes such as BMS, BBI, BAF, BSc IT, and BSc CS which give students practical exposure to the core of the subject matter.
- The College imparts regular Computer Laboratory sessions as part of the syllabus.
- To make learning more student-centric, knowledge is developed and promoted through Guest lectures, project work, seminars, workshops etc which inspire students to develop new perspectives in their academics and provide excellent opportunities for them to interact with experts.
- The college conducted Industrial Visits to make learning an experience that moves beyond the classroom. Visit to "Manfood Pvt Ltd & Exclusive Linen Fabric Pvt Ltd, Silvassa" by BMS, BCOM, BBI, BAF, BSc IT, and BSc CS departments through which students undergo experiential learning. IT & CS Department conducted a visit to "Software Technology Parks of India, Pune", through which students inculcated the concept of wireless communication.
- Visit to "SQUAD Infotech Ltd, Vashi, Navi Mumbai" by IT & CS students to make them understand the project development in .NET Technology. BMS(FINANCE, MARKETING & HUMAN RESOURCE) department conducted a visit to "Precise Engineering Ltd, Ambad, Nashik", where HR students understood the laws related to employees and also how the finance was handled and how they conducted marketing strategies. These learning methods encourage creativity, innovation and adaptation of ideas to meet the challenges of educational scenarios.

Participative learning:

- The Institution conducts various methods of participative learning to make every student come out of their comfort zones which includes class assignments and project work to facilitate students to give an analytical approach.
- Seminars, and Workshops: As a part of academic development, all departments organize seminars, and workshops on new-age topics.
- Gender Equity: Women Development Cell (WDC) and the Department of Life Long Learning and Extension (DLLE) undertake various activities to sensitize students towards gender equality and the role of women in society.

Problem Solving Methodologies:

- Conduct Tests / Assignments for all classes, Question-answer and doubt-solving sessions are also organized periodically.
- Teachers promote discussion-based teaching methodology in their lectures to promote students' application of the concepts that they have gained through their subjects. Classroom debates are monitored by the subject teachers with a proper agenda to be discussed.

Use of ICT in Teaching and Learning Process:

- Teachers make extensive use of various information and communication tools such as PPTs, Google Classrooms, student WhatsApp groups, and E-books to make the teaching-learning process more interactive and educative.
- Conducting doubt-solving sessions through online classes with the help of Zoom, Google Meet, etc platforms.
- ICT-enabled teaching includes Wi-Fi-enabled classrooms, computer labs, and projectors.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 93.19

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

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

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

2.4.2

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

Response: 8.68

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	5	1	3	7

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Being an affiliated college, the framework of internal and external examination is decided by the University of Mumbai.

Mechanism for Assessment:

For BCOM Programs, the external examination is of 100 marks per course per semester. It is only for Foundation Course SEM I, II, III, and IV at F.Y. and S.Y. levels and Computer Systems and Applications SEM III, IV, V, and VI at S.Y. and T.Y. levels respectively, the external examination is 75 marks and the internal assessment consists of two components – 20 marks for the Class Test and 5 marks for Class Attendance, Class Participation, and Discipline. For other programs (BAF, BBI, BMS, BAMMC, BSC CS, and BSC IT), the external examination is 75 marks and the internal examination is 25 marks and it is marked per course per semester. There are practical examinations for BSC.CS and BSC.IT for 50 marks and in semester VI all programs except BCOM have project work & viva voice.

Mechanism for Ensuring Transparency in Assessment: First and Second-Year Examinations for UG

levels are conducted by the College on behalf of the University. The University conducts the Third Year Examination for the UG Level.

Some measures for ensuring transparency in examinations at the College Level:

1. **Examination Committee:** Examination Committees consisting of teachers as Exam Co-ordinator, department and the Vice Principal as the exam chairperson for the college level, and the Principal as chief conductor and Vice Principal as Joint Chief conductor at the University level.
2. **Sets of Question Papers:** Two sets of question papers are collected for all internal and external examinations, to meet any unexpected situation. Those question papers are kept sealed in envelopes. The Principal decides which set should be used for the exam.
3. **Centralized Assessment:** Answer books are centrally assessed in the College premises under the Central Assessment Program (CAP).

Some measures for ensuring transparency in examinations at the University Level:

1. Online Transmission of Question Paper: Question Papers are transmitted online just one hour before the examination for printing.

2. Online Screen-based Marking (OSM) System: Answer books are scanned and made available online for assessment.

Moderation of Answer Books:

The answer books assessed by the examiners are moderated as per the University Circular No. Exam/CAP/604/2015 dated 09.04.2015. There is a system of 100% moderation of answer papers of students who fail the examination up to 20% of the total marks score in any subject for any course.

Redressal of Grievances: All grievances related to Internal and External Examination are handled fairly, transparently, and promptly as per the University Circular No. Exam/Photo & Rev./College/VCD/4636-A of 2010 dated 05.04.2010.

Photocopy: Copies of examination answers will be provided to students upon request as per the stipulated period.

Revaluation: Students may request for revaluation and the paper is re-evaluated, and then the candidate is issued a revised mark. A student may apply for both, a photocopy of the assessed answer paper and its revaluation.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The College runs seven undergraduate courses namely, B.Com, BAF, BBI, BMS in Commerce, BAMMC in arts, and B.Sc(IT) and B.Sc.(CS) in Science, which is affiliated with the University of Mumbai. The curriculum for the above courses is as per the University and is followed by the affiliated Colleges.

Program Outcomes are overarching statements that define what students are expected to know and be able to do by the time they complete an entire academic program and are usually broad and cover a range of skills, knowledge, and attitudes that are relevant to the discipline or profession. Course Outcomes, on the other hand, are specific statements that describe what a student should know and be able to do upon completion of a particular course within the program. COs are more detailed and directly related to the content and objectives of the specific course. POs are identified at the program level, and COs are defined for each course.

Faculty members implement the designed curriculum by teaching the courses according to the specified Cos and teaching methods, assessments, and evaluations are aligned with the intended outcomes. Assessment methods, such as exams, projects, presentations, etc., are used to measure students' attainment of the specified COs. The assessment data is collected and analyzed to evaluate the effectiveness of the curriculum and teaching methods.

The Head of the Department insists on these PO and CO to the students during the orientation program, which enlightens the students as to what they would be gaining after the learning activity. The POs and COs are also made available on the college website College Library and Prospectus. The POs and COs are mainly based on the Outcome Based Education (OBE) system. The outcomes achieved through POs and COs depend on how well they are defined and assessed. The Course outcomes must be linked to the syllabus and are measurable which makes the evaluation of the student's performance easier and unbiased.

PROGRAM OUTCOME (PO)	COURSE OUTCOME (CO)
THOROUGH COURSE KNOWLEDGE	SYLLABUS ORIENTED
CONCEPTUAL	MEASURABLE
DEVELOPMENT OF MANAGERIAL SKILLS	APPLIED KNOWLEDGE
BUILDING CONFIDENCE AND COMMUNICATION SKILLS	CREATIVE THINKING

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The College outlines the POs at the program level and the COs at the course level in official documents, such as the curriculum handbook or academic regulations. Faculty members employ various assessment methods (exams, assignments, projects, presentations) aligned with the COs to evaluate students' understanding and mastery of the course content. Assessment criteria are often established to provide clear guidelines on how student performance will be evaluated concerning the COs. Data on student performance is collected through assessments, and this information is used to evaluate the extent to which students have achieved the specified outcomes.

Attainment of POs and COs

- Attainment of Program Outcome of each department is done based on the passing percentage of the student in the final Semester-end University Examinations. Marks obtained in assignments, Practical exams, Viva -Voce, and projects are also considered.
- Attainment of Course Outcomes from each department is done by the grades achieved by the student in the Final Semester –end University Examination.
- The final Assessment is an overall assessment of the student's conceptual understanding of their specific subject knowledge through both writing and reading skills.
- The college engages in different strategies to evaluate the students' performance.

Direct Assessment

- COs are assessed continuously by conducting an Internal Examination of 25% weightage out of 100 marks.
- COs are assessed at the end of each semester by conducting a final year-end semester examination with a weightage of 75%.

Formative Evaluation

- Students are asked to present projects, presentation including business models on social issues (Foundation Course) and environmental issues (Business Environment)for internal evaluation for Semesters I, II, III, and IV.
- Weekly lectures and practicals are conducted in the computer lab for Computer systems and Applications.
- Conducting Computer Lab Lectures for Computer and Multimedia and Photography subjects for

BAMMC students.

- Projects (topics related to syllabus) for third-year students are evaluated by the external examiner based on Viva-Voce.

Result Analysis

Analysis of the results is done at the end of each Semester. The below result analysis is achieved through the Learning Outcomes attained through COs.

YEAR	2022-23	2021-22	2020-21	2019-20	2018-19
No. of Students Appeared in Final Semester-End Examination	631	664	649	657	565
No. of Students Passed in the Examination	411	664	644	648	456
Passing % per Year	65%	100%	99%	99%	81%

Students' Progression and Campus Placement

Progression to Higher Education identifies a student's motivation to progress academically. Furthermore, the Placement Cell of a college is entitled to the responsibility of teaching the students about the industry standards and making them more employable. Over the past 5 years (2018-2023) approximately of over 350 students have been placed in various companies like Bajaj Allianz General Insurance Company, Sutherland Global Services Pvt. Ltd., etc while some of them have progressed to higher education pursuing various courses like M.Com, MBA, MCA and Academy of Indian Military.

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

2.6.3

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

Response: 89.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
411	664	644	648	456

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

2022-23	2021-22	2020-21	2019-20	2018-19
631	664	649	657	565

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.58

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Sanpada College of Commerce and Technology has successfully refined a vibrant innovation ecosystem that fosters creativity, collaboration, and entrepreneurial spirit among its students. The Internal Quality Assurance Cell (IQAC) is created to initiate, monitor, assess, and report on necessary steps to improve the quality of teaching, learning, evaluation, and research activities on the campus.

The Institution has adequate infrastructure for effective engagement of teaching-learning, co-curricular, and extra-curricular activities to support the teaching-learning process as per the college norms. To make learning more student-centric, knowledge is developed and promoted through guest lectures, project work, seminars, workshops, etc which inspire students to develop new perspectives in their academics and provide excellent opportunities for them to interact with experts. Teachers make extensive use of various information and communication tools such as PPTs, Google Classrooms, student WhatsApp groups, and eBooks to make the teaching-learning process more interactive and educative.

Sanpada College of Commerce & Technology with coordination of all seven departments organized

several " **Soft Skill Courses'**. At the end of this training program, the students were able to develop effective communication skills (spoken and written), develop effective presentation skills, conduct effective business correspondence, and prepare business reports that produce results. The Placement Cell strives to groom students for the industry while assisting them in getting varied and suitable job opportunities and has trained the students by organizing visits to the Bombay Stock Exchange, Grooming Sessions, Campus Placement Drive, etc.

The College has a zero-tolerance policy towards ragging or any form of bullying. It strictly adheres to the policies laid down by the University Grants Commission (UGC) regarding ragging and has formed its Anti-Ragging Committee to investigate these issues. The Women's Development Cell of the college has organized activities like Poster Making Competitions, Debate Competitions, Rangoli and Diya Decoration Competition, Flash Mob, and Seminars on Aids Awareness, Women's Safety, and Laws and Violence against Women. It has helped to raise awareness of women's issues in the community and empower women.

Sanpada College of Commerce and Technology has formed a strong and productive Alumni Association. It plays an important role in shaping the future of the College. The association is registered under the Society Registration Act.

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

3.2.2

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

Response: 6

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	01	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	03	01	0	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.3.2

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

Response: 0.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	12	04	0	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Extension Activities

3.4.1

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

Response:

An institution reaching out to the neighborhood community has become an integral part of the current education system. The only way students can understand the rhythm of society and institutions can sensitize students to community needs is by reaching out to them. It helps students to gain awareness of various problems faced by society and find suitable solutions. Our college has been actively involved in a variety of extension activities aimed at fostering community development and addressing societal needs. Throughout the last 5 years, our college has engaged in a diverse range of initiatives to contribute positively to the local community.

"Beti Bachao Beti Padhao" Campaign: Rallies and street plays were organized to raise awareness about the importance of saving and educating the girl child. It made significant strides in addressing gender-based discrimination and promoting girl child education in the area.

"Save the Sparrow" Campaign: To provide a conducive environment for sparrows to nest, nest boxes were installed across campus and in nearby residential areas. The campaign successfully reached the community through social media, and other outreach efforts.

Tree Plantation Awareness: A Street play was organized to raise awareness about the importance of tree plantation and conservation in the local community. The activity received a positive response and increased awareness among the audience on the importance of tree plantation and conservation.

Azadi ka Amrit Mahotsav: The program was about the contribution of Tribal Heroes in the freedom struggle as well as the socio-economic issues of tribal communities. It was an eye-opening session for all the individuals present in that session regarding the tribal problems and knowing the information about

the Tribal Heroes.

Wall Painting Drive: The Wall Painting Drive was organized based on the theme 'Swachh Bharat Abhiyan'. Several slogans were written which created awareness amongst the citizens on cleanliness.

Clothes Donation Drive: The cloth donation drive was organized to provide clothes to poor people. It helped in promoting the well-being and dignity of people and empowering vulnerable populations.

Women Development Cell: The Women Development Cell of the college has organized activities like Poster Making Competitions, Debate competitions, Rangoli and Diya Decoration Competition, Flash Mob, Seminars on Aids Awareness, Women's Safety and Laws, and Violence against Women. It helped in raising awareness of women's issues in the community and empowering women.

The impact of extension activities conducted by the college is evident in the transformed lives and enhanced well-being of the community. Positive feedback from community members underscores the positive perception and lasting impact of the college's efforts. In conclusion, The Sanpada College of Commerce & Technology takes pride in its role as a responsible and engaged institution, contributing meaningfully to the betterment of the community. The extension activities conducted during the last five years exemplify the college's commitment to social responsibility and community development. We look forward to continued collaboration and the opportunity to make a lasting impact on the lives of those we serve.

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

3.4.2

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

Response:

The students and teachers of Oriental Education Society's Sanpada College of Commerce & Technology received awards and recognitions for various extension activities like blood donation camps and leadership training Programmes. The College's DLLE and NSS Units are affiliated with the University of Mumbai which was established in the year 2019 and 2022 respectively. There were 100 students in NSS and 170 students in DLLE. The college organizes multiple extension initiatives for the community and to expose students to social issues for their overall development. The college's efforts in making a social contribution and completing societal duties have been recognized by NGOs in and around Navi Mumbai.

The following are the awards and recognitions received for the extension activities conducted by the college:

- A certificate of appreciation from Sir J.J. Mahanagar Raktapedhi for organizing a "Blood Donation Camp" was presented to the College NSS unit. This camp was conducted in the College campus and the primary objective was to support the noble cause of saving lives through volunteer blood donation.
- A certificate of gratitude from L.T.M.G. A Hospital for organizing a "Blood Donation Camp" was presented to the College NSS unit. This camp was held at Thane railway station, and a total of 177 units of blood were collected, directly benefiting individuals in need.
- A student NSS volunteer received a certificate of appreciation issued by the NSS cell of the University of Mumbai and Saraswati College of Engineering in Kharghar for participating in the "7-day Leadership Training Programme." The NSS Cell of the University of Mumbai acknowledged the college's efforts toward student development.
- The College DLLE Unit earned the championship in the "Creative Writing Competition" at the UDAAN festival in 2021-22. Students participate in several competitions such as poster making, video making, creative writing, powada singing, and elocution at this festival.
- The College DLLE Unit acquired a consolation prize for its participation in the "Elocution Competition" at the UDAAN festival, which was organized by Mumbai University's Department of Lifelong Learning & Extension in 2022-23.

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

3.4.3

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

Response: 21

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	04	0	0	0

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

3.5 Collaboration

3.5.1

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

Response: 2

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The College has adequate infrastructure for effective engagement of teaching-learning, co-curricular, and extra-curricular activities to support the teaching-learning process as per the college norms.

Plot Details:

Location: SANPADA SECTOR 2, PLOT NO 3,4,5, BEHIND SANPADA RAILWAY STATION, SANPADA (W) NAVI MUMBAI

Plot Area: 10730 SQ.MT.

Plot Area in Acres: 2.65 acres

Total Built-up Area in sq. mts.: 9662

Physical Facilities for Teaching:

The institution has 30 classrooms located on the ground floor, 1st, 5th, and 6th floors which are well ventilated, furnished, and spacious, keeping in mind the comfort of the students. The seminar hall is air-conditioned and can hold a student capacity of around 200. The conference Hall is located on the ground floor for small meetings and gatherings. The entire campus is under the surveillance of CCTV and it's equipped with a Wi-Fi facility for both the students and the teachers. Pure and hygienic water supply is available for both the students and the teachers around the clock. A water purifier is kept on all the floors which is maintained at regular intervals.

Computer Facility:

The institute has well-equipped computer labs with 190 computers with all required software based on the curriculum. The labs are well furnished, air-conditioned with CCTV and with high-speed internet facility.

Description	Floor	Area (sq.mt.)	Capacity	Facilities
IT Lab–I	2ND	89	67	64 Computers, 1

				Printer, LAN Connection, Wi-Fi, Ion Broad Band 300 Data Express mbps/ sme connection/ blazenet leaseline 15 mbps, 3 ACs and 1 Camera
IT Lab–II	2ND	75	57	57 Computers, NO Printer, LAN Connection , Wi-Fi, Ion Broad Band Data Express 300 mbps, blazenet leaseline 15 mbps, 3 ACs and 1 Camera
IT Lab–III	4TH	75	57	57 Computers, NO Printer, LAN Connection, Wi-Fi, Ion Broad Band Data Express 300 Mbps, blazenet leaseline 15 mbps, 2 ACs and 1 Camera
IT Lab–IV (READING ROOM FACULTIES)	5TH	15.32	13	12 Computers, 1 Printer, LAN Connection,

Physical Facilities for Learning and Research:

Our college library is fully automated (E- Granthalaya Version 3.0) with 18333 books, 23 journals/magazines, and 8 newspapers.

Description	Floor	Area (sq.mt.)	Capacity	Facilities
Books Section	5th	41	31 (shelf)	
Reading Hall (students)	5th	97	60	Projector– nil 2 CPU, 10 Fans, 12 Tube Lights

Physical Facilities for Co-curricular and Extra-curricular Activities:

Description	Floor	Area (sq.mt.)
Campus Area (Canteen, Photocopy Centre, Badminton Court, Garden,1 Security Cabin)	Gr.	371.26 sq.mt.
Girls' Common Room & WDC	5th	25 sq.mt.

NSS and DLLE Room	GR	33 sq.mt.
Studio	612	33

Facilities for Yoga: Yoga Day is celebrated on 21st June every year, and more than 100 students and teachers participate in it which is conducted within the college premises.

Physical Facilities for Sports: The institution has adequate facilities for sports including indoor games, outdoor games, and a gymnasium.

Description	Floor	Area (sq.m.)	Facilities
Outdoor Sports	**ground**	**232 sq.mt.**	**Cricket, football, Badminton**
Indoor Games/			
Gymnasium	**7TH**	**945 sq.mt.**	**Carom, chess, TT,**

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

4.1.2

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

Response: 1.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.96	1.60	0	2.25	11.29

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Library of Sanpada College of Commerce and Technology is located on the fifth floor of the college campus. The SCCT library has a seating arrangement for a total of 60 students. The library is well-furnished with 31 bookshelves and is organized into various parts like a separate issue- return section, Reading Hall, and New Arrival display racks. The Book Collection includes books on various subjects of Commerce, Management, Computer Science, Information Technology, and Mass Media. The library is secured with CCTV cameras and fire extinguishers.

The Institute Library is partially automated and digitized with e-granthalaya (Verson-3.0), the Integrated Library Management Software(ILMS) from the National Information Centre (NIC), Ministry of Electronics and Information Technology, Government of India in the year 2010. This Software is useful for the automation of in-house activities of the library including accessioning, issue-return, data generation and stock verification. The bar-coding system is used in both the books and the Library ID cards of the students and teachers.

The college library committee consists of the Vice Principal, librarian, and two faculty members who meet at regular intervals and conduct a review on the functioning and improvement in the library usage.

Library Area & Seating Capacity		
PARTICULARS	CAPACITY	AREA IN SQUARE M.
Library Counter	1	14
Library Stack Room	31 (SCCT)	41
Reading Room (Students)	60	97
Reading Room (Faculties)	15	15.32

Library Resources: The college library has 18,333 books including textbooks and reference books. Every day average number of books issued/returned is 40. College Library display shelf has 08 newspapers for students and staff reference. New journals/ magazines are subscribed to every year in January and the same is displayed for staff and students' reference/knowledge. The library also consists of 122 educational CDs for the students to understand their concepts in a better way.

Library Services:

• **Lending of Books:** The library extends home lending facilities to the students and the teachers wherein the teaching staff can avail the facility of issuing 10 books at one time. Students can have the benefit of having one book per week which can be extended further for another week on their borrower card. Students can take more than 2/3 books with their reference card.

• **Reports and Projects:** BSCIT, Computer Science, BMS, BAF and BBI projects are kept in the library for the students'/teachers' reference.

• **Question Paper:** The previous five years' question papers of all the courses/Streams are available in the library for Teachers' and Students' Reference.

• **Alumni Membership:** The Library not only caters to its present students but also the alumni of its college & students who wish to continue their studies from distance education or are preparing for competitive exams.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Sanpada College of Commerce and Technology was established in 2004. Every year the college has increased the quantity of PCs, software, and printers in its IT facilities. There is a structured LAN facility at the college. The network is organized into three tiers: access, distribution, and core. All the end users are connected through 10/100/1000 base ports and lease lines with a capacity of above 100 MBPS. Considering the rising importance of IT and other related technology in teaching-learning and evaluation processes, the College has developed a robust IT infrastructure with regular maintenance and updating over a period.

The institution has installed WIFI routers on every floor so that instructors, support personnel, and students can avail of the Wi-Fi services and all LAN-attached users are connected to the Access Switch. The institute offers seamless internet service around the campus for laptops and mobile devices. The college's IT department provides user IDs for all the devices, which the system administrator uses to limit access to the radius server and secure all Wi-Fi nodes.

The teaching and learning process is enriched by demonstration CDs on topics related to the curriculum. Students are also encouraged to use ICT facilities for their learning progress. The colleges use MY SQL, TURBO C, ORACLE, MS EXCEL, VISUAL STUDIO, and VISUAL BASIC for the students. Dedicated PCs or laptops are allotted wherever required. The administration office and examination

section also have required IT facilities for smooth functioning. The college has opted for an e-governance system through Tally ERP 9.0, BOSS PRO, CCMS, and E-granthalaya which is effectively used in the areas of finance and accounts, student and admission support, and library.

The college has three air-conditioned computer labs with 190 computers and 02 dedicated servers for the smooth functioning of computer labs. Open source as well as licensed software is used for conducting practical classes. NPAV Security antivirus software used for internet security.

The staffroom is equipped with Computers, Printers, LAN, and Wi-Fi connectivity. Faculty and Students can avail of the Wi-Fi facilities. The college has active social media platforms like Facebook and Instagram to share activities of the college.

IT Accessories: The College regularly purchases IT accessories, like a keyboard, mouse, microphone, camera, external hard disk, pen drive, etc. as per the requirements.

Sound System: The college has two Sound Systems. One of them is installed in the seminar Hall and the other one is used for functions organized on the Indoor and Outdoor Stage.

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

4.3.2

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

Response: 10.93

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

Response: 190

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 15.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
62.19	21.97	21.42	68.21	54.16

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 2.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	60	86	66	43

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

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 0.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
57	12	12	8	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

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

Response: B. 3 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 6.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
37	60	50	32	15

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

2022-23	2021-22	2020-21	2019-20	2018-19
411	664	644	648	456

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

5.2.2

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

Response: 0.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	0	0	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 18

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	2	0	4	1

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

5.3.2

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

Response: 4.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
08	05	01	06	04

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

Sanpada College of Commerce and Technology's Alumni Association has been pivotal in fostering a strong relationship between past graduates and the institution. The association was created under the Society Act which was formed on the date of March 4th, 2022, with registration number maha/426/2022 under the Act of 1860. The college, in collaboration with the Alumni Association, is committed to upholding legal standards while engaging alumni, in activities beneficial to current students and alignment with industry standards and regulations. Alumni play a crucial and multifaceted role in the life of a college, contributing to the institution's growth, reputation, and the success of current students.

Members of the Alumni Association serve as mentors, providing valuable guidance and advice to current students. Their insights into the real-world application of academic knowledge, career pathways, and personal development have been instrumental in shaping the future of students. Alumni networks create a valuable resource for networking. By staying connected with former classmates, graduates can tap into a vast professional network, opening doors to job opportunities, internships, and industry insights for current students.

Alumni contribute to the professional development of current students by participating in career development workshops, industry panels, and networking events. Sharing their experiences and expertise helps students gain a better understanding of their chosen fields. They play a role in recruiting graduates for job opportunities or internships within their organizations. This direct link between alumni and employment opportunities enhances the career prospects of current students. The college values the feedback of the alumni for the college's continuous improvement efforts. Their perspectives on the strengths and weaknesses of the educational programs, campus facilities, and overall experience contribute to the institution's ability to adapt and excel.

Recognizing and celebrating the achievements of alumni inspires current students. Alumni success stories serve as motivation, illustrating the tangible outcomes of quality education and encouraging students to strive for excellence. Alumni meet "Memoria" is conducted every year where all alumni come together from various streams and facilitate networking and knowledge exchange between industry professionals. They provide support for placements contributing innovative ideas to enhance the teaching process and motivating students through personal experiences.

Highlighting distinguished alumni achievements in various fields, such as banking, IT, and arts. Supporting the college during the COVID-19 pandemic through online activities, which include guidance

for higher studies. Establishing social media groups to connect current students and alumni for knowledge sharing and mutual support. Moving forward, the college aims to continue leveraging alumni expertise to organize more activities to benefit current students and align with industry needs. Collaborating with alumni to guide and inspire future generations, especially in placement opportunities and skill enhancement. Alumni have created different social media groups during July 2022 so that current students can connect and take help to gain knowledge concerning time.

Alumni maintain a lifelong connection with the college. This sense of belonging fosters a strong sense of pride and loyalty, encouraging graduates to stay involved, attend events, and contribute to the college's ongoing success.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The Governing Body of the institution, along with the principal, guides the institution to execute strategic plans that are consistent with the institution's vision and mission

VISION:

The vision emphasizes the greater duty to equip students for responsible and active engagement in a globalized society. A key principle that demonstrates a dedication to maintaining high standards in education is the pursuit of excellence.

MISSION:

It underlines the emphasis placed by the organization on encouraging critical thinking and innovation among its students. It encourages students to have a positive impact on society by highlighting the value of ethics and character development. It highlights the University's dedication to empowering students by providing them with the knowledge and abilities necessary for both their personal and professional success. Its core value that expresses a commitment to holding education to high standards is the pursuit of excellence.

This mission statement is represented in the following key values:

1. Inculcating spiritual, cultural, social, and ethical values. Striving for academic excellence and global competency.
2. Promoting research and innovation
3. Developing social consciousness and responsibility to realize a secular, and democratic nation.
4. Adopting practices for environmental sustainability and development. Facilitating participatory leadership.

The Academic and Administrative Head is the Principal, assisted by two Vice-principals and seven program heads. With the aid of other committees, he organizes and executes academic, co-curricular, and extracurricular activities. Staff Council members and Staff Representatives from numerous clubs, committees, and associations drive the institution to fulfill its goals, objectives, and strategic plans. The faculty members, led by the principal, develop action plans for various programs at the end of each academic year based on the institution's objectives. In addition, the committees prepare an Annual Activity Calendar, which represents the activities conducted in the College.

The Finance department plans the annual budget, which is discussed with management and implemented through the different administrative divisions. Feedback from students, parents, alumni, and faculty is considered while formulating and implementing the institution's strategic plans. The CDC makes college development decisions. Aligned with its vision and mission, the college provides a variety of professional development programs, including BCOM, BMS, BAF, BBI, BSC IT, BSC CS, and BAMMC to create a comprehensive educational portfolio.

NSS, DLLE, and WDC coordinate numerous activities to foster student growth in addressing social issues, instilling a sense of social responsibility, and raising awareness about various problems and challenges.

Participative Management:

The institution purely operates on the principles of participative management.

1. Decisions at the management level with the Principal and Management.
2. Decisions at the level of the Principal in consultation with teaching and non-teaching staff.
3. Decisions about students in consultation with the Student's Council.
4. Decisions about admissions, examinations, etc. in consultation with their respective Committees.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The college employs strategic and prospective plans for its annual and long-term goals with the support of the comprehensive policy document, which serves to maintain uniformity in actions.

Strategic Plan:

The institution is under the leadership of the President Mrs. Humera Javed Khan, who manages the overall administration of the institution regarding infrastructure, appointments, and salaries for the employees. The institutional perspective plan is prepared with the following aims.

Strategic Plan for Teaching and Learning:

Considering the background of the College, which imparts knowledge and technology, the College has identified strategic planning as follows:

·   Create a strong system of ongoing assessment and feedback methods for both professors and students.

·   Encourage academic and student research innovation by providing resources and incentives.

Strategic Plan for Assessment and Evaluation:

·   The Academic calendar of the college reflects a tentative schedule for Internal Assessment (IA) and Semester End Examinations.

·   The Examination Committee prepares and exhibits the examination timetable on the notice board well in advance.

Strategic Plan for Co-curricular Activities:

·   Different statutory and non-statutory committees prepare their annual plan which are reflected in the Academic Calendar.

·   The institution promotes student engagement in community service through committees like NSS and the DLLE Committee to help our students develop empathy and social consciousness.

Strategic Plan for Quality Sustenance and Enhancement Initiatives:

The college maintains an IQAC / College Development Committee (CDC) to cater to the overall administration of the institution. The Vice-Principals assist the Principal in implementing policies and guidelines for the staff and the students. The staff works closely with the Principal and the Vice-Principals to plan and execute the policies and co-curricular activities to enhance the value of the institution by offering quality outcomes to its stakeholders. The Perspective Plan is a long-term strategy developed by the Management in consultation with the Principal like CDC (College Development Cell), and IQAC.

Key elements of the Perspective Plan – 2023 to 2028

·   Quality Education will be provided as per NAAC & New Education Policy

·   Efficient and Effective Policies for college

·   To impart new advanced technologies to students with various use of resources

·   To inculcate moral and ethical values in them

·   To inculcate decency, modern values, and discipline in them

Administrative System:

The administrative structure of the institution has been intentionally designed to facilitate quick decisions and prompt action. The college management is responsible for appointing faculty and administrative staff. These appointments are made based on the guidelines and rules laid down by the UGC. This ensures that the selection process is fair and by the necessary regulations. The Principal appoints the HODs to promote the decentralization of academic and administrative functioning and execution of the annual academic plans of the college. The IQAC is constituted to ensure improvement and enhancement in institutional quality under the leadership of the trustees.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The College management sincerely strives for enhanced and sustained job satisfaction of its staff through various welfare measures.

Statutory Staff Welfare Measures:

Employees receive their paycheques during the first week of each month as the management is well aware and concerned about the monitory requirement of their staff members. In addition to standard leaves like sick, duty, and casual leave, the institution offers supplemental leave alternatives based on individual needs. This ensures employees who need time off from work have the assistance and flexibility they need. The staff is allowed to leave the campus during working hours for personal emergencies by presenting a gate pass stating the reason. This keeps the employees tension-free in the workplace.

Management-Initiated Staff Welfare Measures:

Faculty Development Program, Seminars, and Workshops are conducted to sharpen the teaching-learning and research abilities of teachers and the office skills of clerical staff. Registration Fees for conferences and seminars and Publication Fees for research publications are reimbursed to staff on request. Preference in employment is given to the deserving and fully qualified alumni and wards of the staff. Uniforms are given to Class IV employees. Housekeeping staff is provided with hand gloves, face masks, and other accessories. Excursions are organized for teaching staff to foster a positive and inclusive work environment. The Oriental Education Society's Trust orchestrated a vaccination drive exclusively for teaching, non-teaching staff, and students. This underscores the institution's dedication to the health and safety of its workforce during the pandemic.

Infrastructure Facilities:

The institution furnishes infrastructural amenities, including a shared gymnasium, benefitting both teaching and non-teaching staff. This encourages a healthy and active lifestyle among the staff. The institution provides canteen facilities at a subsidized rate for the convenience of staff. Teaching and non-teaching staff have access to RO water and Wi-Fi facilities. Teachers are provided a dedicated study area equipped with personal computers where they can prepare for their lectures. By implementing these welfare measures, Sanpada College of Commerce and Technology aims to cultivate a supportive and caring atmosphere for teaching and non-teaching staff, prioritizing their well-being and job satisfaction.

Performance Appraisal System:

Performance Appraisal of the staff is based on the Feedback collected from the students and the self-assessment form from the faculty. The report of the Feedback on Teachers' Quality is kept confidential and is directly shared with the Principal. The Principal provides the guidelines for the action required for improvement to the concerned teachers based on the feedback analysis. The final report of the feedback will be submitted to the Management which will serve as a benchmark for the increment or promotion of teachers.

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

6.3.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	[View Document](#)

6.3.3

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

Response: 45.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	24	26	22	22

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	09	08	09	09

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Sanpada College of Commerce and Technology is a permanently unaided linguistic minority institute and operates with seven programs independently. Financial accountability and transparency are of prime focus for the institute and hence they make sure regular audits are being conducted and detailed report is submitted annually.

The Accounts section of the institute prepares the budget under the supervision of the Principal, which is then presented to the governing body for approval followed by its execution as per the policies. To determine the budgetary requirements for every year, a comprehensive review of the previous year's expenditure is conducted, along with input from the Principal.

The Accounts section of the institute provides funds with the approval of the governing body for conducting and organizing Management Events, Training and Placement facilities, Guest Lectures, Workshops, Seminars, Industrial Visits, International Conferences, FDPs, Management Programmes, and subsidized transport for the entire course as per the recommendations of the Head of the Departments based on the curriculum requirement. The college budget includes recurring expenses such as salary, electricity, internet charges, maintenance costs, stationery, and other consumable charges, and

non–recurring expenses like lab equipment purchases, furniture, and other development expenses. Since the institution is self-funded and supported by society, and with its established presence over the years, the entire civil infrastructure is already established. Consequently, the total tuition fees collected from students are more than sufficient to cover the institution's operational and developmental expenditures, both recurring and non-recurring. The Institute always monitors the efficient use of available financial resources for infrastructural development and teaching-learning. All the expenses are properly audited by an external charted accountant.

Sources of Mobilization of Financial Resources:

Tuition fees collected from students are the primary source of income for the college, this revenue is crucial for sustaining operations and maintaining educational quality. Funding of various programmes of the **National Service Scheme (NSS)** is undertaken by Management. State Government Scholarships and Free-Ships are disbursed to the concerned students directly into their accounts. The institute does not approve any type of donation from external sources either in cash or in hand and functions on the guidelines provided by the University of Mumbai.

Every year, the budget is prepared well in advance as per the needs and requirements of the required expenses. All funds mobilized are properly accounted and external audits are conducted regularly.

S. F. PEREIRA AND ASSOCIATES, Chartered Accountants carry out external audits for the accounts.

· Financial Year 2018-19: Audit Report was submitted on 31.03.2019

· Financial Year 2019-20: Audit Report was submitted on 31.03.2020

· Financial Year 2020-21: Audit Report was submitted on 31.03.2021.

· Financial Year 2021-22: Audit Report was submitted on 31.03.2022

· Financial Year 2022-23: Audit Report was submitted on 31.03.2023.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) was established in 2022 to initiate, monitor, assess, and report on necessary steps to improve the quality of teaching, learning, evaluation, and research projects on campus. The internal quality assurance cell is constantly improving the texture of quality on campus by the management's vision and mission, which were developed with participation from stakeholders. The IQAC of SCCT, since its inception, has been consistently and actively involved in quality sustenance and quality enhancement activities. NAAC has outlined important guidelines concerning the formation of IQAC, its objectives, strategies, mechanisms, functions, and benefits of such monitoring are as follows:

The objective of IQAC:

The prime task of the IQAC is to develop a system for conscious, consistent & catalytic improvement in the overall performance of institutions.

Mechanism of IQAC:

• Ensuring timely, efficient, and progressive completion of academic, administrative, and financial activities.

• Ensuring the relevance and quality of academic and research programs

• Ensuring equitable access to and affordability of academic programs for diverse segments of society.

• Optimization and integration of modern teaching and learning methods

• The reliability of evaluation procedures

• Ensuring the sufficiency, maintenance, and operation of the support structure and services

• Research collaboration and networking with other Indian and international institutes

The functions of IQAC are:

• Creating and implementing quality benchmarks/parameters for the institution's numerous academic and administrative tasks.

• Assisting in the development of a learner-centered environment favorable to quality education and faculty maturation to adopt the necessary knowledge and technology for participatory teaching and learning.

• Arrange for input on quality-related institutional processes from students, parents, and other stakeholders.

• Information dissemination regarding several quality characteristics of higher education

• Inter- and intra-institutional workshops, seminars on quality-related topics, and the promotion of

quality circles.

• Documentation of numerous programs/activities that contribute to quality improvement

• Serving as the Institution's nodal agency for coordinating quality-related initiatives, such as the adoption and dissemination of best practices.

BENEFITS: IQAC will facilitate/contribute:

- Ensure a greater understanding and emphasis on institutional functioning toward quality enhancement
- Ensure internalization of the quality culture
- Ensure enhancement and coordination among various institutional operations and institutionalization of all good practices
- Provide a solid foundation for decision-making to improve institutional functioning
- Serve as a dynamic system for HEI quality adjustments.
- Create an organized documentation and internal communication technique.

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

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The College's vision reflects its commitment to making its students globally competitive and socially responsible. The institution is dedicated to the cause of education of Minorities who are socially and economically underprivileged, especially girls. About 65% of the staff of the College are females which reflects its commitment to women empowerment.

The college has full-time security staff with access control for external entry and exit for the safety of the students. To enter the college, visitors must maintain their entry in the security register. Staff members at security checkpoints monitor every entry and departure made by employees, students and visitors while verifying identity cards. To monitor everyday activities within and around the college premises, CCTV is fixed on the entire campus. The institute also features strategically placed floor-specific fire extinguishers. Staff members and students can communicate any concerns or questions by using the suggestion box at the front desk. The WDC and Anti-ragging Cell were set up to raise awareness of the issues about the mental health and safety of the students mentally and physically by process counselling.

Promotion of Gender Equity through Curricular Activities:

The course curriculum includes several issues concerning women such as Women Entrepreneurs, Disparities arising out of Gender, Violence against Women, Female foeticide (declining sex ratio), Portrayal of Women in Media, Role of Women in Politics, Trafficking of Women and Constitutional and Legal Rights of Women. The college organizes street plays and various awareness competitions on issues related to women as a part of project work in the foundation course.

Promotion of Gender Equity through Co-curricular Activities:

Women Development Cell (WDC) organizes several workshops and seminars for creating gender sensitivity among various stakeholders and strictly follows productive actions within and around the college.

- Facilities for Women in and around the College
- Provisions for Safety and Security
- CCTV Surveillance in Campus and Building
- Girls' Common Room with adjacent toilet
- Female housekeeping staff on each floor to ensure students' safety and hygiene
- Presentable Dress Code

- Compulsory wearing of an I-Card
- Regular Meetings with Parents.

Counselling sessions by Ms Bushra Ansari, a certified counsellor is available on campus for the students between 11.00 a.m. to 1.30 p.m. from Monday to Friday. The College organizes various international, national, and state-level commemorative days, events, and festivals to sensitize its stakeholders towards the constitutional obligations, human values and rights, duties, and responsibilities of citizens.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

1. **Green audit / Environment audit**

2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Response: B. Any 3 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.4

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

Response:

Oriental Education Society's Sanpada College of Commerce and Technology was established in 2004 to identify and harness the potential of youths to great heights. The Institution believes that the highest result of education is Tolerance and Harmony. In this attempt, the institution has always strived to inculcate a sense of responsibility and tolerance in the young minds of our students.

The College takes many initiatives to provide an inclusive environment to the students. Admissions to every program are based on merit without any discrimination. Economically weaker students are permitted to pay fees in convenient installments. The admission policy is designed to integrate students from the vernacular medium into the mainstream.

The College believes in Equal opportunities without any gender bias. The Appointment scheme of faculty over the years portrays that the number of Female teachers is quite high indicating the Institution's role in women's empowerment.

A nation can only prosper when its youth takes pride in their nation. To foster a sense of pride in the employees and students, a Preamble of the Constitution has been displayed prominently at the entrance

of the Institution. The college also celebrates various commemorative days like Independence Day, Republic Day, etc. to inculcate a spirit of 'Unity in Diversity'.

Founders Day is celebrated every year on October 1st, the birthday of Hon late Prof. Javed Khan, the founder president. Founders' Day is traditionally very important in the college calendar when members of the college community – students, governing body, staff, and students meet to commemorate the efforts of those who founded the college and who have bequeathed resources to its development.

Cultural and Linguistic harmony amongst the students is vital so they can carry on the values of togetherness and coexistence in their future lives. As an attempt to do this, the college organizes various academic and cultural activities in and around its premises. To promote Marathi arts, culture, and literature, Marathi Bhasha Diwas is celebrated by organizing various literary and academic events for the promotion of the Marathi language. Oriens - The annual festival of SCCT where the whole college community participates with great zeal and enthusiasm.

Here at SCCT, it is believed that Health is a state of complete harmony of the body, mind and spirit. This is seen in the incorporation of activities like the celebration of International Yoga Day, Sports Meet, etc. The youth of today is the foundation of the Nation tomorrow. The students are involved in various activities through committees like the WDC, DLLE and NSS which focus on promoting Constitutional Values and Social awareness. These Committees have organized various activities like the Voters' Awareness Programme, Blood Donation Camp, and Anti-Corruption Awareness where the students promoted Anti-Corruption practices and took the 'Integrity Oath'. To sensitize them to the growing concern of ecological imbalance, Tree Plantation Drives, Cleanliness Drive, and Anti-plastic Campaigns etc. are organized regularly.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICES

Two Best Practices that have contributed to the achievement of the institutional objectives and contributed to the quality improvement of the core activities of the college are given below:

Best practice: 1 Women empowerment

Goal: To Provide Empowerment to women from disadvantaged communities, minorities, and economically weaker sections of society and to make higher education available for those students. To involve more women in the teaching and non-teaching sectors.

The Context: The College was established with the vision of providing higher education to female students and making them aware of the importance of education. Female students in colleges may face various challenges that can impact their academic and personal experiences. It is important to note that these challenges can vary based on cultural, regional, and individual differences and it's the institution's responsibility to promote gender equality among the students.

The Practice: The College implements and enforces measures that address gender-based discrimination and harassment. Programs that promote gender equality and inclusivity are organized to contribute to a more supportive environment. Various soft skills courses are organized to develop the entrepreneurial skills of students along with seminars and workshops to prepare students for women's safety & law like "Women on Wheel" and "Cybercrime against Women" and "Self-defense". The College placement cell plays an important role in guiding female students to find a job or a progressive path in their higher education. Most of our female students come from vernacular medium and they find it very difficult to understand the language. As English is the language of instruction in college, teachers take extra care of those students who struggle to understand the lectures. Students who fear facing the leadership position are given a chance to participate in competitions face the challenges and come out of their comfort zone.

Juggling academic commitments with personal responsibilities such as family and household obligations is a major challenge for female students. Striking a balance between education and other roles may require additional support. Accessible and culturally sensitive counseling services are provided to the students to give them emotional and mental support. The College has established support groups under WDC for female students which create a sense of community and provide opportunities for networking, mentorship and sharing experiences

Evidence of Success: Women empowerment programs have built confidence and self-efficacy among female students. Through skill-building workshops, leadership training and mentorship, participants have developed a stronger sense of their capabilities. Career guidance, networking opportunities and mentorship, ultimately enhance their chances of successful entry and progression in various professions. Women empowerment initiatives encourage female students to take on leadership roles in student organizations, clubs, and other campus activities. This increased involvement can contribute to the development of leadership skills and a sense of involvement.

Programs that address economic barriers, provide scholarships, or facilitate internships and job placements can broaden the range of opportunities available to female students, especially those from marginalized backgrounds. Empowered women are more likely to contribute positively to their communities. The impact of women's empowerment in colleges extends beyond the campus, influencing societal attitudes and promoting gender equality in the broader community.

Title of the practice:

ADD-ON PROGRAMS – "Innovation hub cutting edge techniques for tomorrow."

Objectives: To provide students with the opportunities to go beyond their curriculum. To empower the students with the knowledge to introduce themselves in the corporate world. To facilitate them to extend

their interest level in different areas. To provide the students the opportunity to complete different certificate courses within the stipulated period of their regular UG program.

The context: To bridge the gaps between education institutes and the corporate industry and enhance the employability of its graduates, SCCT Degree College has actively been involved in the design and implementation of add-on programs across different streams.

The practice: One of the objectives of the NEP is to enhance skill-based education to increase employability for students which helps to keep pace with the changing industrial and business requirements.

Evidence of success: Soft skill courses are designed to provide students with practical and applicable skills that are directly relevant to the demands of the job market. This enhances their employability and makes them more attractive to potential employers. By offering skill-based courses, colleges can align their programs with the current and future needs of industries. This ensures that graduates are equipped with the skills and knowledge required in specific fields, fostering a smoother transition from academia to the workforce.

Skill-based courses focus on hands-on learning and practical application of knowledge. This approach helps students bridge the gap between theoretical concepts and real-world scenarios, enhancing their problem-solving abilities and critical thinking skills. These courses emphasize entrepreneurship and business skills, empowering students to create their opportunities and venture into entrepreneurship. This is crucial in fostering innovation and self-reliance. Skill-based courses allow students to specialize in specific areas of interest or expertise. This specialization can make graduates more competitive in their chosen fields and increase their chances of securing specialized roles.

File Description	Document
Best practices as hosted on the Institutional website	[View Document]()
Any other relevant information	[View Document]()

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Sanpada College of Commerce and Technology was established in August 2004, in affiliation with the University of Mumbai. The establishment of SCCT as an educational institution was and will always be credited to the late Prof. Javed Iqbal Khan, who had the vision to give education to the underprivileged. He was an educator who had the desire and vision to make higher education accessible to students from

Navi Mumbai and the surrounding areas who were economically underprivileged. The college is conveniently positioned in between Navi Mumbai, accessible to the entire city. This institution has always focused on supporting the people of our society by giving them the resources and chances they need to broaden their minds, develop their critical thinking skills and capabilities, and get ready for future challenges. The college commenced with a Bachelor of Commerce course in 2004 followed by a Bachelor of Banking and Insurance and Bachelor of Science in Information Technology in 2007. The College tried to have a wider vision. It took the opportunity to educate students with creative thinking by beginning with courses like Bachelor of Management Studies (2008) followed by Bachelor of Accounting and Finance, Bachelor of Multimedia and Mass Communication (2010), and Bachelor of Science in Computer Science (2013).

VISION

The vision emphasizes the larger duty of a school to equip students for responsible and active engagement in a globalized society. A key principle that demonstrates a dedication to maintaining high standards in education is the pursuit of excellence.

MISSION

It underlines the emphasis placed by the organization on encouraging critical thinking and innovation among its students. It encourages students to have a positive impact on society by highlighting the value of ethics and character development. It highlights the university's dedication to empowering students by providing them with the knowledge and abilities necessary for both their personal and professional success. Its core value that expresses a commitment to holding education to high standards is the pursuit of excellence.

Classrooms at SCCT are well equipped for the comfort of the students and have facilities for Projectors in specialization classes with WIFI connections available for both students and teachers. The entire campus is monitored with CCTV cameras. The college is eco-friendly and appreciates preserving electricity, as a result, the main lobby is covered with glass walls which supply natural light during the day. The College has air conditioned, spacious seminar hall with an audio-visual system which can accommodate more than 200 students. The College is well equipped with a spacious computer lab, Canteen, gymkhana, library, playground, reading room and electronic lab.

Along with other sports, cultural, and technical activities, the college also has an NSS unit and DLLE unit which organizes activities like tree plantation, cleanliness drives and other extended activities along with field visits to expose the students to the pressing issues in our society. The college is actively involved in the National Scholarship Scheme (NSP)- Central Government to provide educational opportunities for economically backward students. FDP, research and development programs are conducted in the college at frequent intervals for both students and teachers. The women's development cell of Sanpada College of Commerce and Technology aims to build a gender-sensitive campus by organizing workshops and seminars to create awareness among the young girls about women empowerment and gender equality on the campus. The college promotes placement for women from the economically weaker section by providing job opportunities both in teaching and non-teaching sectors.

The institution always believes in the all-around development of students and to make it possible various committees are encouraged to organize activities for the students to bring out their hidden talents. The college has a vast playground around 100sq. meters used to conduct football, volleyball, and cricket, and

a spacious gymkhana for indoor games like table tennis, carom, etc. Several students participated at the national level, university level, and cluster-level sports competitions.

Cultural and Linguistic harmony amongst the students is vital so they can inculcate the values of togetherness and coexistence in their future. As an attempt to do this, the college organizes various academic and cultural activities in and around its premises to promote arts, culture, and literature. Marathi Bhasha Diwas is celebrated by organizing various literary and academic events to show respect for the Marathi language. Oriens - The annual festival of SCCT is celebrated every year, where the whole college community participates with great zeal and enthusiasm.

In conclusion, the Sanpada College of Commerce and Technology stands out as a unique educational institution committed to providing a distinctive learning experience for its students. The college's emphasis on a comprehensive approach to education, blending theoretical knowledge with practical, skill-based courses, sets it apart in the realm of higher education. The commitment to aligning curricula with industry needs, fostering entrepreneurship, and promoting a global mindset showcases the forward-thinking philosophy of Sanpada College. Moreover, the institution's dedication to cultivating a culture of continuous learning, professional development, and strong industry connections emphasizes its commitment to producing graduates who are not only academically adept but also well-prepared for the dynamic challenges of the modern workforce. Sanpada College of Commerce and Technology truly stands as a beacon of innovation and excellence in the educational landscape, offering students a unique and enriching journey toward success and personal growth.

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

5. CONCLUSION

Additional Information :

The institute has an annual intake of approximately 2000 undergraduate students. The institute is close to the Sanpada local railway station while being in a tranquil environment surrounded by dense forests. It boasts a well-developed infrastructure, large, well-lit classrooms, and modern labs. Since its founding, the institute has been relentless in its pursuit of excellence, attaining good results in undergraduate courses.

Concluding Remarks :

The Oriental Education Society's Sanpada College of Commerce and Technology has an effective framework in place for curriculum preparation and execution that provides instructors and students with a variety of learning opportunities to continuously improve. Commerce, management, and technical education are provided with great exposure through a well-planned and managed curriculum, as well as a high-quality and fair cost structure. A student's experience at SSCT centers on active student-centric and skill-based learning that goes beyond the syllabus, outreach programs for social values, cocurricular activities for skill and personality development, and extracurricular activities for holistic growth. Faculty mentoring, preparation for competitive examinations, and job placements help students move to higher education and successful careers.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 420 Answer after DVV Verification: 388 Remark : DVV has made changes as per the report shared by HEI.
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification: {{TABLE1}} Answer After DVV Verification : {{TABLE2}} 2.1.2.2. **Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years** Answer before DVV Verification: {{TABLE3}} Answer After DVV Verification : {{TABLE4}} Remark : DVV has made changes as per the report shared by HEI.
2.4.2	*Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)* 2.4.2.1. **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

Table (2.1.2.1 before DVV):

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

Table (2.1.2.1 after DVV):

2022-23	2021-22	2020-21	2019-20	2018-19
39	39	39	39	39

Table (2.1.2.2 before DVV):

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

Table (2.1.2.2 after DVV):

2022-23	2021-22	2020-21	2019-20	2018-19
180	180	180	180	180

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	11	8	8	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	5	1	3	7

Remark : DVV has made changes as per the report shared by HEI

5.1.3	**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years** 5.1.3.1. **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years** Answer before DVV Verification: | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | 16 | 05 | 06 | 02 | 0 | Answer After DVV Verification : | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | 57 | 12 | 12 | 8 | 0 | Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	05	06	02	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
57	12	12	8	0

Remark : DVV has made changes as per the report shared by HEI.

5.1.4	*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases* 1. **Implementation of guidelines of statutory/regulatory bodies** 2. **Organisation wide awareness and undertakings on policies with zero tolerance** 3. **Mechanisms for submission of online/offline students' grievances** 4. **Timely redressal of the grievances through appropriate committees** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	0	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	0	0	0

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	09	03	14	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
08	05	01	06	04

Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
391.13	256.16	241.74	321.79	309.77

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
385.40	254.55	241.29	319.54	298.47