



**SELF STUDY REPORT FOR
RE-ACCREDITATION 3RD CYCLE
2015**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
BANGALORE, INDIA**



**K J Somaiya College of Arts &
Commerce 'AUTONOMOUS'**

Vidyavihar, Mumbai - 400 077.

Tel. : +91 22 2102 2915

Email.: info.kjsac@somaiya.edu / principal.kjsac@somaiya.edu

Web : www.somaiya.edu



Steering Committee

NAAC – Self Study Report (3rd Cycle)



Sr. No. Name and Designation Position

1 Dr. Sudha Vyas Principal	Department of Commerce
2 Smt. Rohini Fadte Assistant Professor, Department of Sociology	9 Shri Mahesh Dravid Assistant Professor, Department of Statistics
3 Smt. Debadatta Roy Choudhari Assistant Professor. Department of Mathematics	10 Dr.Satish Pandey Vice Principal, and Head Department of Hindi
4 Dr. Satyawan Hanegave Assistant Professor , Department of English	11 Dr. Mayuresh Mule Vice Principal, Department of Commerce
5 Dr. Mangala Deshpande Associate Professor, Department of Mathematics	
6 Smt. Sonal Jambhekar Assistant Professor and Head Department of Psychology	
7 Dr. Hemali Sanghavi Assistant Professor and Head Department of History	
8 Dr. Mahalakshmi Krishnan Associate Professor,	

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Preface



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Preface

In September, 1959, a philanthropist and visionary Shri Karamshibhai Jethabhai Somaiya in an inspired moment envisaged the blending of spiritual education along with Advanced Science Education which eventually gave birth to Somaiya Vidyavihar.

In the following five decades the Somaiya Vidyavihar campus grew to thirty four institutions catering to the needs of students from primary to post graduate level. The educational conglomerate located in a lush green campus admeasuring sixty acres of land at Vidyavihar and thirty five acres at Sion Chunabhatti in the eastern suburb is an institution to be reckoned with Somaiya Vidyavihar is recognized both nationally and internationally. Dr. S. K. Somaiya, the worthy son of the founder of Somaiya Vidyavihar has provided a dynamic leadership which is continued by present President, Shri Samir Somaiya for an exponential growth and diversification of these institutions.

The K.J.Somaiya College of Arts & Commerce is one of the premier institutions in the Somaiya Vidyavihar campus, enjoys a **linguistic minority** status and is permanently affiliated to the University of Mumbai and recognized by **UGC under 2(f) and 12(b) of U.G.C. Act**.

To fulfill our mission of empowering students, the college lays great emphasis on the all-round development of all its pupils. While academic excellence is of course encouraged and rewarded, a variety of extra-curricular activities conducted by the institutions enable the students to explore and bring out their talents and potential and develop an onward looking and confident personality. About **6,500** students of both the Junior and Senior College and about 150 Post Graduate and Research students participate in academic and other activities of the college every year under the guidance of a caring and supportive staff.

In February 200 WKH FROOHJH ZDV FRQIHUUHG μ%¶ *UDGH E\ WKH 1DWLRQDO \$VVHVVPHQW DQG Accreditation Council.

The College has been re-DFFUHGLWHG DQG DZDUGHG 3\$ JUDGH ZLWK D &*3\$ VFRUH RI E\ NAAC recently in the month of September 2010

The college was conferred with AUTONOMOUS Status by U.G.C. and University of Mumbai in 2012.

The College has acquired a vibrant atmosphere due to co-curricular and extension activities. The NCC Unit has brought laurels in the form of the Vice-Chancellor's Cup. The NSS Unit has built a strong bond through community service in the areas of health crises preparedness, gender sensitization, building of life-skills, environmental enrichment and conservation.

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The process of re-accreditation for the College is a progressive realization of its goals for the College. It is an ongoing sojourn in a pre-determined direction and purpose. Presently the institution is poised to take upon the autonomous status for itself so that academic excellence can truly be promoted which is cherished goal of different stakeholders

International Linkages

Somaiya Vidyavihar as a Trust has MoUs / international linkages in place with the Universities of Vasa, New Castle, Berkley, and Monash University-Australia. K. J. Somaiya College of Arts and Commerce has been given a letter of understanding by Indian Council for Cultural Relations (ICCR) to send 5 students every year for Higher Education.

Our Quality Policy

We at **Somaiya group** promise to deliver to the parents, students and the community at large, an educational environment constantly being monitored, tailored and adapted to their needs through our great dedication for continuous improvement.

Objectives of our College

- ξ To provide a strong basis for learning.
- ξ To train and guide young students to excel and develop a spirit of competition.
- ξ To provide opportunities for the development of skills, capabilities and talents.
- ξ To promote excellence in the students through:
 - ‡ Participation in interdisciplinary activities
 - ‡ Participation in extracurricular and co-curricular activities.
 - ‡ Participation in Seminars, Workshops, Debates, Group Discussions etc. at the collegiate and inter-collegiate level.
 - ‡ Exposure to eminent and distinguished persons in different fields through talks and programs.
 - ‡ Financial and other assistance to deserving students.
- ξ To promote - Regularity, Punctuality & Discipline among students.

Vision

7KH YLVLRQ RI WKH LQVWLWXWLRQ LV ³WR HPSRZHU D FURVV-section of the society through Excellent (GXFDWLRQ EDVHG RQ D VRXQG YDOXH V\WHP´.

Mission

- ξ To impart qualitative and valuable service to all those who need it the most. ξ
- To attain community and social development through education.
- ξ To aim at overall personality development of students through curricular, co-curricular and extra-curricular activities.

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Unique Features

- ξ Our College is the Parent institution of Somaiya Vidyavihar
- ξ Well-equipped Library with Computer and Internet facilities
- ξ 3DUHQWV¶ 0HHWLQJ DUUDQJHG twice a year
- ξ Emphasis on Value education through teaching of Gita/Ethics
- ξ Remedial classes for SC and other weaker students.

6WXGHQWV¶ 6XSSRUW)DFLOLWLHV

I. Library µOpen Door to Bank of Knowledge ¶

- ξ Established in 1962, Spacious and Airy, it is the oldest and biggest on the Vidyavihar Campus.
- ξ It covers a total area of **10732** sq. ft. and houses **76510** (Titles: **62451**) books including **132** Periodicals & Journals, **82** Maps, **28** Computers (Internet), **1535** CDs, **59** VCDs, **18** Audio Cassettes, **15** News Papers and **607** Encyclopedias.
- ξ Student-friendly staff provides various facilities and conducts numerous programs for students such as orientation to newly admitted students, book exhibitions, scholar card, and interlibrary loan facility to all the colleges in campus, book review competitions, and special reference section of career guidance.

II. *PNKDQD µHYHORS D &KDPSLRQ LQ <RX¶

- ξ Gymkhana with indoor games facilities.
- ξ Two large Playgrounds for Outdoor games such as Cricket, Football, Volleyball, Badminton among others.
- ξ Special Innovative Coaching provided by coaches of repute as well as ex-students of our College.
- ξ Till date students have won various tournaments and brought name and fame to the college.

6WXGHQWV¶ 6XSSRUW-Activities

I. Extra-Curricular Activities

Aim to enable students to keep abreast with current affairs and to help them to develop critical thinking on all contemporary issues whether it is economic, social, psychological, moral or political. We have **Thirteen** Associations for this purpose. Through participation in the activities of these associations students discover avenues for learning and building self-confidence

§ **Association for Environmental Awareness** makes the student aware of the effects of global warming and environment degradation and solutions to it. It emphasizes the immediate need to act positively for the love of mother-earth so that generation to come can live on better place.

§ **Association of Political Science** aims to enrich the students by supporting your academic merit via innovative activities related to political science.

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§ **Commerce Association** aims to enhance the potentials and personality suitable to career avenues in Commerce.

§ **Economics Club** aims at developing insight in the complex nature of economic problems and brings awareness of current problems of domestic and international economy.

§ **English Athenaeum** helps in exploring and enhancing creative writing in English language.

§ **Gujarati Sahitya Mandal** gives an opportunity to bring-out hidden potentials, talents and creativity and attempts to help understand the importance of Gujarati as the mother tongue.

§ **Sanskrit Sabha** attempts to simplify study of Sanskrit to students through various activities.

§ **Hindi Parisabha** aims to create interest in literature in Hindi and believes in protecting human sensitivities in the present extreme professional age.

§ **Marathi Prabodhan** gives scope to student artists to flourish by developing various Marathi language related skills.

§ **Psy-Phil Association** enhances Self-exploration, Self-strengthening and Self development by updating students with advances in the subject of psychology and philosophy and finding its relevance for the meaningful and satisfying life. It ultimately aims to strengthen the learner in facing challenges of modern world in most efficient way.

§ **HEART-History Association** motivates students towards love for our heritage, tradition & archeology, which are core to the subject of history.

§ **Sociology Association** aims to bring on single platform on various social themes. Its EUDLQ FKLOG µ6RFLDO +ealth and Education Committee¶ LV SURDFWLYH LQ GHYHORSLOJ µKHDOWK DZDUHQHV¶ LQ students.

§ **Drushti Film Forum** provides a platform to watch keenly, discuss and appreciate the films across the globe.

(Every student is encouraged to enroll and participate in at least 3 of the associations mentioned above.)

II. Co-Curricular Activities

A. National Service Scheme (NSS)

36HUYLFH EHIRUH VHOI' LV WKH PRWWRI WKH 166 7KH 8QLW RI RXU FROOHJH DWWHPSWV WR LQJUDLQ WKLV noble value among student volunteers. Projects on Literacy, Slum and Rural development, AIDS awareness, Child Labour, Problems of the Girl Child etc. have enabled our students to experience and feel first hand problems that confront our developing country. Volunteers are awarded 10 additional marks on project completion as per University norms. Our N.S.S. Unit has been repeatedly adMXGJHG DV WKH 3%HVW 8QLW' E\ WKH 8QLYHUVLW\ RI OXPEDL

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B. National Cadet Corps. (NCC)

A healthy patriotic fervor fueled by unquestioned discipline and stamina is what this institution wishes to inculcate in our N.C.C. Cadets. Most of our cadets have stood up to this motto and their excellent performance has resulted in their inclusion in many student-oriented programmes conducted by the Army, the Police force and the security services. Some of our students have participated in the Republic Day Parade held in New Delhi and Mountaineering and rock climbing and other activities. Our Unit has carved a niche in the University of Mumbai by achieving the Vice-&KDQFHOOHU¶V %DQQHU±2004-05 & 2006-07 & 2007-08.

C. Cultural Forum

The Cultural Forum is a forum that organizes cultural programs and competitions for the VWXGHQWV E\ WKH VWXGHQWV XQGHU WKH JXLGDQFH RI WKH IDFXOW\ 3+221(5' WKH FROOHJLDWH DQG inter-collegiate annual festival is organized, planned and executed by the Cultural Forum. The Cultural Forum thus provides the students a platform to develop organizational abilities and leadership skills.

D. Manthan

Manthan a multi-disciplinary study circle was formed in the year 1996-97 to provide a platform for students and teachers to discuss various topics of academic interest. Dr.U.R.Ananta Murthy, *Jnanpeeth* Award Winner and Chairman Sahitya Academy were the Chief Guest for the inaugural function.

E. Centre for Gandhian Studies

The Center for Gandhian studies was established in 2006 under the scheme of Epoch Making Social Thinkers. It was inaugurated by the noted historian Y.D.Phadke. It offers short-term certificate course in Gandhian Philosophy approved by University of Mumbai. The Centre organizes seminars, competitions & field visits and has a well-equipped library.

F. Gyan Yagna

Since 26 years in the month of January (1st Jan. to 31st Jan) This program is being organized by Dr. Sudha Vyas in association with Somaiya Trust, Somaiya Sanskriti Vihar and Somaiya Vidyavihar. This program consist of one session of Lectures daily on Spiritual/Philosophical, Para-medical and Cultural aspects.

G. Somaiya Sahitya Gurjari and Somaiya Kuttchi Academy

These Associations started in 1998 essentially for the promotion of Gujarati and Kuttchi Language for the benefit of students at the Somaiya Vidyavihar Campus. It organizes Cultural and Literary programmes for the students belonging to Gujarati and Kuttchi community.

6WXGHQWV¶ 6XSSRUW 3URJUDPV

ξ Computer Laboratory

ξ Students Council

ξ Gold and silver medals for Best Boy and Best Girl students at Jr. and Sr. College levels

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ξ Book Bank scheme/Book Loan scheme

ξ Group Insurance for students

ξ Special Remedial Coaching for Underprivileged Classes Society Students

ξ Special Guidance Lectures by Eminent Subject Experts or Guests

Welfare Measures

ξ Counseling Cell

ξ :RPHQ¶V 'HYHORSPHQW &HOO

ξ Placement Cell

ξ Career Counseling Cell

ξ Grievances Cell

ξ Social Health Cell

ξ First Aid and Medical Assistance

ξ Advisory Cell for Reserve Category

ξ Tuition Waiver for Students Opting for 6 Papers at FYBA in **Gujarati** Language ξ
Scholarship for Students Opting for 6 Papers at TYBA in subject **Sanskrit** Language

ξ Student Special Scholarship for Economically Backward/Needy Students ξ

Staff Scholarship

Activities Conducted by the Department/s

ξ Regular study tours, Field visits and Industrial visits organized.

ξ Study tours to museums

- ξ Visits to exhibitions
- ξ Regular presentations by students
- ξ Research projects by students in corroboration with outside institutes
- ξ Display of newspaper clippings related to Subjects and syllabus
- ξ Use of modern tools of educational technology to achieve higher standards and greater creativity
- ξ LCD presentations by faculty
- ξ Promote healthy practices such as community service, extension activities, and projects for the benefit of the society at large.

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Executive Summary

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Executive Summary

A concise report on self-analysis and appraisal of K. J. Somaiya college of Arts and Commerce, Vidyavihar, Mumbai-77, is presented forthwith. The executive summary of SSR , criterion-wise is as under:

I. Curricular Aspects

The college constantly strives to fulfill its institutional vision ± that of providing opportunities to students to pursue education which will culminate into a mind that researches and aims to achieve excellence. The College offers a wide variety of Under Graduate and Post Graduate degree programs, Certificate courses and is also a Research Centre for Ph.D. Programs. The pool of self financing programs like BBI, BMM, BFM and BMS has been introduced to cater the specific demands of the industry.

The college introduces new curriculum after every three years. The college on the basis of feedback of industry experts, students, alumni and faculty members assesses the existing curriculum and remove/delete /or add/include and update the components of curriculum from time to time. Every course designed upholds the values, interests, cultures of the society. The college involves industry, research bodies, subject experts, students, alumni and society in

curriculum design and development to ensure relevancy and industry readiness of its programmes. Wide Electives are offered at under graduate in terms of specialization and various choices of academic flexibility. All the programmes offered by the college have semester with choice based credit system (CBGS) in operation and thus enables the students to choose the courses of their interests. Besides, college offers dual degree program wherein two scholars have enrolled.

The Institute has large number of programmes which are interdisciplinary with variety of coverage of functional areas in the forms of specialization. The college also offers the certificate courses in *Saral* Hindi, Certificate Course in National Banking, Certificate Course in Gujarati Journalism and Certificate Course in English Speaking. The college has adopted a Curriculum Development process which encompasses the design and development of integrated plans for learning, the design of implementation of the plans, and of the evaluation of the plans, their implementation and the outcomes of the learning experience through a well- defined process as well as feedback system.

II. Teaching-Learning Evaluation

K. J. Somaiya College of Arts & Commerce follows the principle of complete transparency in regards to the admission process for students. The college follows the guidelines of University of Mumbai and State Government for admission to various courses. The admission to all the courses is on the basis of merit. The admission to various courses is announced on the College website and Prospectus. The College is ranked among the highest in Mumbai city and word of mouth publicity. The college has built a strong reputation for academic

excellence and also offers a wide variety of need-based, self-financed courses along with the regular ones. The demand ratio speaks for the reputation of the college.

Students from disadvantaged groups, first generational learners as well as those with good academic credentials are admitted here thus ensuring inclusiveness and diversity. Remedial teaching is done informally at the departmental level within the College. Teachers identify the students who are likely to require help and conduct extra sessions for the students. The English and Mathematics department of the College has tutorials and remedial classes structured into the time table. The Gujarati department has organised remedial course in English speaking.

To make learning more informative and enjoyable some departments have introduced activities which will help enhance the experiential learning among students. Individual and group presentations ensure active participation of students and also help students to take responsibility for the lessons learnt. In order to make the teaching experience more fulfilling, the college regularly invites experts and people of eminence to address the students on various issues ranging from the purely academic to the more socially relevant ones. The college has developed a strong research culture not only amongst faculty but also amongst students. One of the endeavours of the college has been to inculcate research culture amongst students. To this end students are required to submit

research projects as a part of their course work for students. Highly qualified teachers of the college are also encouraged to keep on building their research potential.

As a part of the interdisciplinary exercise students from the Arts faculty from the departments of Sociology, Economics and History have been involved in the TERA projects initiated by Somaiya Vidya Vihar (SVV) Trust. The institution uses a wide range of teaching methodologies including computer based learning, to enrich the learning experience. Updated computer aided methods of teaching-learning and digital technologies are available to the staff and students. The College has been involved in innovative teaching for the past several years. The use of ICT for capturing the attention of the students is a standard practice adopted by the faculty members. This makes teaching not only engaging but also interesting, as the present generation of students is tech-savvy and are easily attracted to the audio-visual modes of conveying messages.

Teachers are regularly evaluated by students through the Teacher Assessment Questionnaire (TAQ). The College has adequate number of teachers to cope with the workload. Most of the departments has its full sanctioned strength. The College organizes seminars and conferences on a regular basis. The seminars and workshops provide an opportunity to recharge the faculty, increase staff interaction, promote skill development, enhance awareness of key issues, and provide a platform for sharing research interests etc., thus channelizing the growth of the individual as a professional.

The college assigns highest importance to learning outcome since it is the culmination of three year efforts on the part of the student and the college. It follows both formative and summative methods of assessment. There is a separate Examination Committee to ensure transparency and secrecy in the conduct of examinations.

III. Research, Consultancy & Extension Promotion of Research

There is a research committee for promoting and directing research. Research facilities such as library and internet facilities are made available. Inter-institutional library facilities are available in the campus for members of sister institutions. Institution has tie-up with EBSCO for accessing online journals.

Sensitization programmes are conducted to promote research culture on campus. Departments conduct guest lectures for which eminent scholars are invited. Also eminent personalities are invited for conferences and seminars organized by the college. The faculties who have utilized sabbatical leave for pursuing Ph.D. are Mrs. Rohini Fadte, Sociology Dept., Deepak Pawar, Political Science, Satyavan Haneghve, English Literature and Veena Sanekar, Marathi Department,

Resource Mobilization for Research

Department of Sociology has conducted three student research projects namely Sakarwadi Project, Nareshwadi Project and Bhopal Project. These projects were sponsored by the Somaiya Trust. In

Nareshwadi Project students of Marathi and History department were also involved. A student research project was undertaken by the Gujarati department titled '3DQWVDKLWD DQG /RXVDKLWD' and was sponsored by Zaverchand Meghani Loksahitya Kendra, Rajkot. History department has a best practice in research by offering Research Methodology as an optional paper in History.

Institution received research grant of Rs.188000/- for 7 minor research projects from University of Mumbai. One minor research project was funded by Deccan college University Pune (Rs.5000/-) In July 2015 four research proposals were recommended for minor research projects (UGC).

Research Facilities

In order to facilitate research the institution has linkage with EBSCO to get access to online journals. Internet facilities are provided to the teachers so that they access various online journals and research material. The faculty members can avail of various training programmes conducted by our sister institution; the Somaiya Institute of Management and Research (SIMSR). Departments of Commerce, Hindi and Gujarati are recognized as Research Centres.

Research Publications and Awards

Institution has significant number of faculty involved in research.

Major papers presented in regional, national and international conferences

Papers presented in regional conferences : 024 Papers presented in national conferences : 136 Papers presented in international conferences : 082 Number of research papers published in various research journals is : 163.

Teachers have also published books and chapters in books.

Somaiya Trust encourages researchers by rewarding them for their research. Dr. Mayuresh Day. Dr. Mahalaxmi K. received this award in 2014-15. Prin Dr. (Mrs.) Sudha Vyas,

Mule and Dr. Hemali Sanghvi received awards from different professional bodies and agencies. Six students were successfully guided for Ph. D. by Vice Principal Dr. Satish Pandey of Hindi department. Seventy six research papers are published in peer reviewed journals.

Consultancy

College encourages faculty to undertake consultancy in their respective areas of specialization. One interdisciplinary project was taken up by the departments of Sociology, Economics, Environmental Studies and Gujarati at Tera village in Gujarat. Objective of the project was to do a preliminary study regarding socio/economic status of the population and general mapping of the population and to explore avenues where projects can be taken up in future to cater to the needs of the population.

This project was funded by Somaiya Trust and can be considered as a consultancy service.

Extension Activities and Institutional Social Responsibility (ISR)

Extension activities are conducted by the institution in various social fields. Need based extension activities are conducted through student projects such as Sakarwadi Project, Nareshwadi Project and Bhopal Project. An interdisciplinary Tera village project was conducted which involved faculty as well as students. A tribal survey project was conducted at village Ghadane (Dist: Dahanu) by NSS volunteers for water conservation.

Programmes are conducted by Woman Development Cell of the college for sensitizing faculty and students about the gender issues. Faculty as well as students are involved in these extension activities. They are made aware of the Institutional Social Responsibilities through various outreach activities. Various outreach programmes are organized by NSS and NCC units of the college. A Gender training camp was conducted by Department of Marathi in association with VACHA (NGO) during 7th Nov 2014 to 9th Nov 2014. Department of Sociology has collaboration with an 1*2³RSXODWLRQ)LUVW' ZKLFK KDV UHVXOWHG LQ YDULRXV RXWUHDFK SURJUDPPHV DQG FUHDWLQJ awareness regarding gender issues.

166 LQ FROODERUDWLRQ ZLWK 'KDUPD %KDUDWL 0LVVLRQ
'%0 KDV WDNHQ D SURMHFW FDOOHG 'Chalo English Sikhaye' in Dyansampada school in Govandi in the year 2014-15. Students from this school are from under privileged sections of the society. Help a child survey was conducted by NSS between 23rd April and 6th May, 2014 to know socio-economic status of needy students in slum area.

College has an Alumni Association which serves as a platform to communicate with the past students of the college and track involvement of these students in social activities. The institution is cognizant of its Institutional Social Responsibilities and hence organizes an event called *Gyanyagna* every year. This event is a month long event covering Spiritual, Cultural and Para Medical Activities and is being hosted since 26 years. This Event benefits the staff, students and community.

Collaboration

Departments of Gujarati, Sanskrit, Hindi, Marathi, Sociology and Centre for Gandhian Studies have linkages with various institutes, NGOs which has resulted in Curriculum Development, Soft Skill Development, Research, Enhancing Value Education etc. Department of Hindi conducts *Saral Hindi Shikshan* course (Approved by HRD ministry) in collaboration with Hindustani Prachar Sabha. It has enhanced the Hindi language skills. The Somaiya Vidyavihar has *MoUs* with six international universities which will be helpful for the institution for faculty and student exchange, research, holding conferences etc.

IV. Infrastructure and Learning Resources.

Our college is well furnished with the requisite amenities catering to the essentials of the students vis-à-vis Physical facilities, IT Infrastructure and Library. These facilities are regularly augmented so as to create better learning ambience for the students and generate the adequate facilities for the

teaching staff. The renovation of the Conference Room and the Prayer Hall with an incorporation of the modern technology like smart board, projector, and air conditioners has opened new avenues for conducting various programmes and workshops for students and teaching staff.

The college takes care of the physically disabled students thereby facilitating separate rooms during examination, a ramp at the entrance to ease their access to the lift. The college also provides health facilities for the students and teaching staff with a physician for the campus who visits the college thrice a week. Along with the creation of conducive atmosphere for the academics, the college also endeavours to inculcate the sportsmanship among students with facilities like running track of international standards, badminton court, football ground, baseball court, handball court, FULFNHW SODJURXQG FKHVV FRXUW HWF 7KH HYHQWV RUJDQLVHG RQ WKH FDPSXV OLNH *µEkatva¶*, *µRangharsha¶* FHOHEUDWH WKH ULFK FXOWXUDO KHULWDJH RI WKH FDPSXV DQG FXOWLYDWH WKH VSLULW RI camaraderie.

Library, one of the crucial learning resources is augmented every year with newer editions and titles. The fully computerized Library is stocked with adequate number of journals (national and international) with a special collection of books on Career Guidance, *Gandhian* Literature, material for competitive examinations (UPSC, MPSC, TOEFL, GMAT) and CA studies. The advisory committee of the library gears towards its effective and smooth functioning. Various innovative initiatives by the advisory committee such as Prize for Best Library Reader of the year, Self-renewal of home-issue books generate the user friendly atmosphere and reading culture.

The institution frequently upgrades its IT facilities and has latest computing facilities in terms of both hardware and software. The computer lab houses around 100 computers with high configurations. The computer lab is open for the students and staff members of the college for Project work, Departmental work etc. All the Computers in the laboratory are interconnected with LAN facility which is accessible across the entire campus. The Language LAB for students is an audio-visual installation used as an aid in modern language teaching. It furnishes them an amenity to improvise their spoken and written communications and Linguistics skills. The college prospectus and college magazine is available online. The College faculties are provided with

requisite facilities for preparation of computer aided teaching material. The provision of Laptops to all the departments of Degree College ensures the smooth higher productivity. The Vocational Training Institute (VTI) takes care of the annual maintenance service.

The college prioritises the infrastructural development so as to maintain a competitive edge.

V. Student Support and Progression

The college recognizes the need for an independent system for student support. The college has different committees like Counselling Cell, Students Welfare & Scholarship Committee, Students Council and Social Health and Education Committee for the benefit of students. There is good rapport between faculty and students of the institution and this provides a good scope for academic mentoring inside and outside the classroom. The college provides an updated user-friendly

prospectus /handbook to the students every year at the time of admission. The institution provides a library with a collection of books, journals, and e-resources. The institution also provides a computer lab with internet access. The institution is provided to the children of teaching and non-teaching staff.

A number of support facilities are provided by the institution to the cross-sections of the students. Department of International Relations takes care of overseas students. Health Insurance, medical check-up camps are the positive steps undertaken by the institution towards the betterment of health. The College works for skill development through courses in Communication Skills, Computer Application etc. While slow learners are taken care of through remedial teaching, the institution provides a variety of extracurricular activities like sports, cultural, and social service. The institution encourages participation in the seminars.

The college provides infrastructure facilities for sports in the form of Athletic track, Basketball Court, Volleyball Court and Badminton Court. Guidance of national level coach is provided to the students. The institution provides a variety of extracurricular activities like NCC, sports, and co-curricular activities. Students are allowed to take Sports and NCC courses under autonomy. Through the mechanism of Placement Cell students get opportunities for Campus interviews and placement to about 20-30 companies and houses. 85-100 students are placed through placement drives every year. For handling and resolution of suggestions and grievances, the college provides platforms like feedback, grievance cell, alumni association and women development cell. Students from all streams are given fair opportunities to participate in the making of college magazines. The academic performance of the college has been consistently better than the University of Mumbai for last four years. Drop-out rates are less. 40% of the students progress to Post Graduation. Most of the programmes have more than 90% of completion rate.

The institution provides a variety of extracurricular activities like NCC, sports, and co-curricular activities. Students are allowed to take Sports and NCC courses under autonomy. The college has thereby brought academics, sports and co-curricular activities under one roof. The institution encourages participation in the seminars. The academic performance of the college has been consistently better than the University of Mumbai for last four years. Drop-out rates are less. 40% of the students progress to Post Graduation. Most of the programmes have more than 90% of completion rate.

VI. Governance and Leadership:

K J Somaiya College of Arts and Commerce (KJSAC, in short), which is part of Somaiya Vidyavihar, caters to the growing demand for quality education in the Arts and Commerce streams in Mumbai agglomeration.

The Somaiya Vidyavihar is a conglomerate of Thirty-four institutions belonging to Humanities, Tantravihar, Ayurvihar and Sanskritivihar institutions. These institutions are housed in Somaiya Vidyavihar Campus (admeasuring sixty acres) and Sion-Chunabhatti Campus (admeasuring

Thirty-Five acres) in the heart of the city of Mumbai. There is a unique healthy practice of holding a meeting of Heads of these Institutions every Thursday (Fifty-Two meetings in a year) which are attended by the Vice-President, the Hon. Secretary and the Academic Advisor. The minutes of these meetings are recorded and compliance or the action taken report sought from the HoIs every week. In the beginning of such a meeting, agenda points common to all the institutions are discussed and then, according to a predetermined schedule, the meeting of Humanities or *Tantravihar* or *Sanakritivihar* institutions is conducted, in which the agenda items are more focused.

The meetings of the HOIs provide a platform to:

- ξ Share innovative practices existing in various institutions,
- ξ Share resources such as various auditoriums, badminton, volleyball and baseball courts, etc. ξ Present achievements of individual institutions, which are appreciated by the peers and the Management.
- ξ HoIG FRPPRQ IXQFWLRQV VHPLQDUV PHPRULDO OHFWXUHV FHOHEUDWLRQV DQG)RXQGHU¶V 'D\ ξ Provide a competitive culture amongst various institutions vis-a-vis peer evaluation. ξ The management to monitor and guide HOIs with regard to academic transaction and providing resources and funds to the college.
- ξ Discuss the maintenance issues, which are undertaken by a central body called project office, located in the campus. The services of Engineers, Architects, Plumbers, Electricians, and Carpenters etc. are available to the college.

Thus, the college has grown in size and stature under the able guidance and leadership support of the Somaiya Management. It has a robust and well-structured governance, leadership and management framework, policies and procedures. Good governance and enlightened leadership is the motto of both Management and Institution. 7KH ,QVWLWXWH¶V WUDGLWLRQ YDOXH RULHQWDWLRQ DQG mission and vision are coterminous to the objectives of the Higher Education policies of the Nation. It imparts holistic quality education to deserving students so as to make them industry ready as also responsible citizens of the country.

KJSAC broadly has a two tier system for ensuring governance, leadership and management system development, implementation and continuous improvement. While the Somaiya Management as the governing body of the College is the apex policy making body, their implementation and monitoring is done at the executive level with proper reporting to the apex body. Somaiya Management performs oversight functions. The executive decision-making on academic matters is done by the Principal in consultation with the Academic Council, the IQAC, the Statutory Bodies under Autonomy and the Heads of Departments. The University exercises its supervision over the

College through two representatives on the Management Board and a representative each on the Boards of Study of each department, the Finance Committee and the Examination Committee. The internal organizational structure is designed on the principles of collegial / participatory management and is defined in terms of decentralization and transparency in the College work.

ICT is leveraged to enhance and expand knowledge management in the Institute. ICT enabled processes are in place in all functions and activities of the Institution especially those involving

teaching-learning and evaluation, office and library administration. The emphasis of the teaching± learning process is on encouraging critical thinking and creativity amongst students. KJSAC has well laid down policies and procedures in general administration, academic and HR functions conducive for promoting research culture and for developing leadership qualities in faculty and staff. The wealth of quality activities on campus, both academic and extra-curricular, gives credence to the effectiveness of the policies and processes.

In 2012, Autonomy was conferred by UGC. After the conferment of Autonomous status, decision pertaining to Administration, Academic and Finance are being taken in the meetings of statutory bodies. The statutory bodies are

1. Governing Body
2. Academic Council
3. Boards of Studies and
4. Finance Committee (Recommendatory Body)

These are constituted as per the statutes of University of Mumbai.

VII Innovation and Best Practices

Green audit / promotion of eco-friendly campus / e-waste management:

The college campus admeasuring about sixty acres is lush green and professionally maintained throughout the year with big more than 1200 trees (both flowering and fruit bearing). It is an eco friendly campus in terms of energy conservation (we have installed a Main Power Control Panel having- state of art technology with full protection and control of electricity), water harvesting (we have in place a Rainwater Harvesting System across our entire campus), effort for carbon neutrality (we analyze the carbon sequestered by trees within the campus), wet garbage management(we have in place the Vermiculture project) and e-waste management (All electronic waste is properly disposed off).

Innovations

Innovations are basically at the individual departmental level and commendable work is being done by our Sanskrit, Gujarati, Hindi, Marathi, Economics, History, Political Science, E.V.S. and Commerce department, to ensure that students are exposed to varied experiences beyond regular teaching. This includes conducting Sanskrit conversation courses for beginners, understanding different moods of literature through drama, encouraging poetry writing and understanding, showing internationally acclaimed films to students, conducting field visits to rural areas to understand *Adivasi* /tribal culture and exposing students to social issues like ragging and also

encourage students to conduct One-Act Play on Syllabus based Literature, Dance, *Katha-kathan*, Extempore speech etc. , Visit to Library, Stock exchange and Industrial visits.

Best Practices

Though we have to specify only TWO best practices, our college has numerous Best practices

which have been in place for many years. To mention a few, our college conducts a '3Gyan Yagna' which is a twenty six years old practice that takes place in Somaiya campus. It has threefold goal ± spiritual, paramedical and cultural. Our college awards GOLD and SILVER medals for BEST students every year, we have a cooperative society which is a great boon for the employees in the time of need, every function in our college starts with our college prayer ,we conduct Value Education classes, college conducts a multilingual annual seminar called **Manthan**. Biometric system for recording arrival/departure time is installed in our college, Book Scheme for Teaching and Non-Teaching Staff, A Lady Doctor is available twice a week for health checkup of Teaching, Non-Teaching and Students at free of cost, etc. .

A few of important best practices of the college are listed below.

Criterion Best Practices

Curricular Aspects	ξ Extensive Academic Courses, Programs, Options and Electives.
	ξ Academic flexibility and Range of Applied Components
Teaching Learning Evaluation	ξ Research methodology paper in B.A, BMM, (UG), and M.Com
	ξ Skill Development components in all Program
Research Consultancy & Extension	ξ 2 students enrolled for Dual-Degree
	ξ Emphasis on value Education
ξ Merit based and Transparent Admission process	CGPA ξ Overall result above 75%
	ξ Participation of students and faculty in Workshops, Seminars and Conferences
ξ Modern methods of teaching	ξ Foreign students enrolled
	ξ Project work
ξ Examination reforms-Grading, CBSGS and	ξ Involvement of students and faculty in Social Services outreach and extension activities.
	ξ Research Centre in Hindi, Commerce and Gujarati. ξ 163 Papers Published in Journals
	ξ Text books and Newspaper columns published ξ Collaboration with NGO

Infrastructure & Learning Resources

Student Support & Progression
ξ Business, Language and Journalism labs facilities. ξ Excellent and well maintain

infrastructure.	ξ Endowment and cash prizes.
ξ Installation of CCTV at vantage places.	ξ Pro-active Career Guidance and Placement Cell.
ξ Computerised Library services	ξ Counseling Cell.
ξ Canteen, Hostel and sports facilities on campus	ξ Incentives to participants in sports state / national/ international levels.
ξ Book-Bank scheme and scholar card	ξ Financial support to students from Dept. of Social
ξ Infrastructure Audit in place	ξ Welfare, Alumni Association and Lions Club.
ξ Roll of Honor to toppers.	
ξ Celebration of Graduation day, National festivals and Founders' day	

Others ξ Declaration of result- within 30 days from the last day of examination

- ξ Employees Co. operative Credit Society
- ξ Women Development cell
- ξ Inculcating values
 - ξ Library service to alumni, the deprived and the under privileged students
- ξ Interaction with stakeholders

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SWOC Analysis

NAAC – Self Study Report (3rd Cycle)

SWOC Analysis

Strength

- ξ Significant recognitions: Autonomous status, ³A⁺ Grade accreditation from NAAC, ξ Ranked consistently among top 5 Mumbai colleges
- ξ Excellent student strength with low drop-out rate

- ξ Excellent faculty and efficient class III ,IV and support staff
- ξ Number of Student support activities , Cultural Activities and Sports Facilities ξ Lush green & clean campus
- ξ Wide range of academic programmes with emphasis on Value Education ξ Modernized Computer laboratories and existence of language labs.
- ξ Spacious well ventilated classrooms with ICT enabled facilities
- ξ Library with well stacked books, journals, E-journals and E-books, Web OPAC and browsing facilities, EBSCOHOST Discovery service
- ξ Research Centre in Hindi, Gujarati, Commerce
- ξ Computer network and Internet facility
- ξ Amphi-Theater & Multi Gym facilities
- ξ Auditorium to accommodate 300, fitted with state -of -art technology
- ξ Separate Seminar hall & Audio Visual room
- ξ Safe and conducive environment of the college making this a college of choice for female students who do particularly well at all levels.

Weakness

- ξ Students to teacher ratio high as per government admission policy which prevents effective interaction
- ξ Lack of class-rooms with ICT facility
- ξ Time constraint for co-curricular & extracurricular activities
- ξ Fall in enrolment in Arts stream especially in Language subjects.
- ξ No Major Research Projects

Opportunities

- ξ To introduce new programs with more emphasis in skill component
- ξ To start new PG programs keeping in mind recent trends and social needs ξ To enhance linkages with industries
- ξ To move to the status of college with excellence
- ξ To procure major research projects

Challenges

- ξ Encouraging Faculty to undertake consultancy on revenue sharing basis
- ξ Lack of clarity on autonomy among stakeholders
- ξ Attracting Industrialists towards education institutions
- ξ Retention of traditional Arts program along with innovative programs
- ξ Attracting the youth to general education in the atmosphere of multiple diversion. *K.J.Somaiya*

Perspective Plans

Perspective Plans

The college has its own vision and mission that are in tune with the higher education policy of State and Central Government. To ensure the strategic development within time frame, perspective plans are prepared according to the vision and mission of the college. Since 1961, as a primary educational and cultural resource for Mumbai College, it offers a range of undergraduate and graduate programs and now set to enlarge its presence in the immediate and expandable geographic region through its quality programs.

The salient features of the perspective plan for the period 2015 to 2020 are as follows:

I. Curricular Aspects

- ξ Introduction of new programs
- ξ Certificate courses to facilitate career progression of students
- ξ The PG courses in accordance with recent trends and social needs
- ξ B.A./B.Com Hons. Degree in association with Industry
- ξ Revision of syllabi as per revised autonomous guidelines
- ξ Introduction of credit for extracurricular activities for UG and PG programmes
- ξ Organizing more workshops for revision of syllabi
- ξ Interdisciplinary credit and cross credit program.

II. Teaching, Learning and Evaluation

- ξ Blending of traditional methods of teaching with modern methods
- ξ Strengthening ICT enabled teaching
- ξ Introduction of meaningful internal evaluation
- ξ Making project work, field visit, group discussion, seminars etc. mandatory for all the students
- ξ Online submission of assignments, test and evaluation for internal evaluation
- ξ Introduction of OMR for entrance test for PG courses
- ξ Declaration of Results within 4 weeks from the last day of examination.

III. Research, Consultancy and Extension:

- ξ Establishing New Research Centre
- ξ Strengthening the existing research facility
- ξ Enhancing Collaboration with Research Institutes and entering into MOUs
- ξ Strengthening the library in the research center
- ξ Seeking more financial assistance to research activities from external funding agencies
- ξ Commencement of college research journal to add in the field of knowledge
- ξ Encouraging Faculty for consultancy services
- ξ Organizing health and environment awareness programmes in surrounding Locality
- ξ Organizing more rural camps with focus on doing
- ξ Enhancing tie ups with NGOs and conduct more camps and programmes. *K.J.Somaiya College*

NAAC – Self Study Report (3rd Cycle)

IV. Infrastructure:

- ξ Renovation of College office and Library
- ξ Introducing Wi-Fi facility for students and staff
- ξ Distribution of Desk-top or Laptop to each faculty
- ξ Modernization of existing Labs
- ξ Video Conferencing Room
- ξ Multimedia Labs with dark room facility.

V. Student Support and Progression

- ξ Conduct more number of Entrepreneurship Development Programs
- ξ Strengthening of Career Guidance and Placement cell
- ξ Provision for more scholarships and stipends
- ξ Establishing a Bank extension counter
- ξ Single Window administrative process for Railway concession, Bonafide certificate, Duplicate Mark sheet, NOC, Transfer certificates etc. with online application and payment of fees for stress-free and hassle-free experience to students

VI. Governance and Leadership

- ξ Creating corpus fund from alumni and implement innovative schemes out of it ξ
- Enhancing college status to µCollege of Excellence¶
- ξ Arranging for Hostel facility to UG students.

Future Plans

NAAC – Self Study Report (3rd Cycle)

Future Plans

- § PG courses proposed in Economics, Political Science, Management etc. and Master of Social Work (MSW) from 2016-17
- § Introduction of Value Education as compulsory paper in all UG Programmes
- § Introduction of Certificate course in :
 - ‡ Journalism, Creative writing and Proof reading
 - ‡ Translation skills
 - ‡ Photo Journalism
 - ‡ Soft skills and spoken English
 - ‡ Financial Entrepreneur-Shares, commodities and Insurance
 - ‡ Ethics and civics
 - ‡ Statistical Research Tools
- § Choice Based Credit System, Interdisciplinary and cross credit in UG courses.
- § Designing a mechanism for Inter-institutional credit transfer from among colleges existing on the Somaiya Vidyavihar Campus
- § Establishing National and International linkages
- § Organizing More Number of National/International Seminars

ξ Application to UGC for Women's Hostel.

ξ A pioneer in developing and implementing community service initiatives

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Profile of the Institution

NAAC – Self Study Report (3rd Cycle)

B. Profile of the Autonomous College

1. Name and Address of the College : K.J. Somaiya College of Arts and Commerce Address :
Vidyavihar, Mumbai, Maharashtra- 400077 City : Mumbai
State : Maharashtra
Website : www.somaiya.edu

2. For Communication :

Designation Name	Mobile Number
Telephone with STD	Fax No. Email ID

Principal Dr. Sudha Vyas	O: 022-21023650 9867411341 022-21020367	principal@kjsac.somaiya.edu
Vice Principal Dr. Mayuresh Mule	O:022-21022915 9892207504 022-21020367	
Vice Principal Dr. Satish Pandey		vpsr@somaiya.edu O:022-21022915 9820385705

Steering

Committee Coordinator
Mrs. Rohini Fadte

O:022-21022915 9167317344
022-21020367 rohinifadte@somaiya.edu

3. Status of the Autonomous College by Management.

- i. Government
- ii. Private
- iii. Constituent College ¥

4. Name of University to which the College is Affiliated : **University of Mumbai**

5. a. Date of establishment, prior to the grant of Autonomy: 20 / 06 / 1960 b. 'DWH RI JUDQW RI µ\$XWRQRP¶¶ WR WKH &ROOHJH E\ 8*& 19/ 10 / 2012 6. Type of Institution:

- a. By Gender
 - i. For Men
 - ii. For Women
 - iii. **Co-education** ¥

b. By Shift

i. **Regular** ¥

ii. Day

iii. Evening

c. Source of funding

i. Government

ii. **Grant-in-aid** ¥

iii. Self-financing

iv. Any other (Please Specify)

7. Is it a recognized minority institution?

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NAAC – Self Study Report (3rd Cycle)

Yes ¥ **No**

If yes specify the minority status (Religious/linguistic/any other) and provide documentary evidence : **Linguistic (Gujarati) Minority** 8. a. Details of UGC Recognition:

Under Section Date, Month and Year Remarks (If any)
(DD/MM/YYYY)

[REDACTED] ii. 12(B) 01 / 06 / 1970 Copy Enclosed
(Enclose the Certificate of recognition u/s 2(f) and 12(B) of the UGC Act)

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

Under Section/clause Day, Month and Year (DD-MM-YYYY)

----- (Enclose the Certificate of recognition/approval)

9. Has the College been recognized

a. %\ 8*& DV D µ&ROOHJH ZLWK 3RWHQWLDO IRU ([FHOOHQFH¶ &3("

Yes **No** ¥

,I \HV GDWH RI UHFRJQLWLRQ ««««««««««
GG PP \\\

b. For its contributions/performance by any other governmental agency?

Yes **No** ¥

,I \HV 1DPH RI WKH DJHQF\««««««««««DQG 'DWH RI
UHFRJQLWLRQ ««««««««««
GG PP \\\

10. Location of the campus and area:

Location* **Urban**

Campus area in sq. mts. or acres : **60 acres**

Built up area in sq. mts. : **24552 Sq. Mts. Approx**

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Does the College have the following facilities on the campus (Tick the available facility)? In case the College has an agreement with other agencies in using such facilities provide information on the facilities covered under the agreement.

‡ **Auditorium/Seminar Complex** ¥

‡ Sports facilities

- **Playground** ¥
- Swimming Pool
- **Gymnasium** ¥

‡ Hostel

- **%RV¶ +RVWHOV** ¥

- ***LUOV¶ +RVWHOV** ¥

‡ Residential Facilities

- For Teaching staff
- For non-teaching staff

‡ **Cafeteria** ¥

‡ **Health Centre** ¥

- **First aid facility** ¥
- In patient facility
- Outpatient facility

- Ambulance facility
- Emergency care facility
- ‡ Health centre staff
 - **Qualified Doctor** Fulltime **Part-time** ¥
 - Qualified Nurse Fulltime Part-time
- ‡ Other facilities
 - Bank
 - ATM
 - Post Office
 - Book shops
- ‡ Transport Facilities
 - For Students
 - For Staff
- ‡ Powerhouse
- ‡ **Waste Management Facility** я

12. Details of programmes offered by the institution :(Give data for current academic year 2015-2016)

Sl. No.	Level	Course	Instruction	Student	students
No.	Name of the	Duration	Qualification	Intake	admitted
Programme	Programme/	Entry	Medium of	No. of	

1. UG B.A. 3 Years H.S.C / 12th English FY 360 315 SY 360 203

B. Com. 3 Years H.S.C / 12th English FY 1180 1140

TY 840 996

B.M.S. 3 Years H.S.C / 12th English FY 144 143

SY 120 134

TY 120 121

TY 60 56

SY 60 63

2. PG M.Com. 2 years B.Com. English Part I 60 59

3. Integrated Masters

5. Ph.D. Gujarati 02 M.A. Gujarati 08 02 Hindi 02 M.A. Hindi
08 07
6. Integrated Ph.D. H.S.C / 12th English 30 30

7. Certificate Course in Computer 06 Months H.S.C / 12th Gujarati 30 30⁰¹ Year
Certificate Course in English Speaking H.S.C / 12th Hindi 30 26
Certificate Course in Writing Skills in Gujarati
Certificate Course in *Saral* Hindi
06 Months H.S.C / 12th English 30 30⁰⁶ Months

9. PG Diploma Specify)
10. Any other (Please

13. Does the institution offer self-financed Programmes?

Yes ☒ No

If yes, how many? 04

14. Whether new programmes have been introduced during the last five years?

Yes ☒ No

If yes Number :

15. List the departments:(Do not list facilities like library, Physical Education as departments unless these are teaching departments and offer programmes to students)

Faculty Programme List of Departments Number Number of Students

Arts Under Graduate Courses

Hindi 12 826 Gujarati

Marathi

Sanskrit

Sociology

~~History~~

~~Psychology~~

Political Science

Economics

Philosophy

Post Graduate Courses

BMM

Research Center (s) Hindi 02 09 Gujarati

Commerce Under Graduate Accountancy
and Commerce

Environmental Studies

Mathematics and

Statistics

06 4158

Psychology

Business Law

~~Post Graduate Accountancy~~ 01 102 Research Center (s) Commerce 08

01

16. Are there any UG and/or PG programmes offered by the College, which are not covered under Autonomous status of UGC? Give details.

NIL

17. Number of Programmes offered under (Programme means a degree course like BA, MA, BSc, MSc, B. Com. etc.)

a. Annual System

b. Semester System ¥

- c. Trimester System
18. Number of Programmes with
- Choice Based Credit System
 - Inter/multi-disciplinary approach
 - Any other (specify) Credit-based semester and grading system : 10**
19. Unit Cost of Education
(Unit cost= total annual recurring expenditure (actual) divided by total number of students enrolled)
- Including the salary component : **Rs. 19735.65/-**
 - Excluding the salary component : **Rs. 4632.44/-**
20. Does the College have a department of Teacher Education offering NCTE recognized degree programmes in Education?
- Yes **No** ☐
- If yes,
- +RZ PDQ\ \H DU V RI VWDQGLQJ GRHV WKH GHSDUWPHQW KDYH"
«««\H DU V
 - NCTE recognition details (if applicable) Notification
1R ««««««««««««««««
'DWH ««««««««««««
GG PP \\\
 - Is the department opting for assessment and accreditation separately?
Yes **No** ☐
21. Does the College have a teaching department to Physical Education offering NCTE recognized degree programmes in Physical Education?
- Yes **No** ☐
- If yes,
- How many years of standing does the department have?
«««\H DU V
 - NCTE recognition details (if applicable)
1RWLILFDWLRQ 1R «««««««««« 'DWH ««««««««««
GG PP \\\
 - Is the department opting for assessment and accreditation separately?
Yes **No** ☐
22. Whether the College is offering professional programme?
- Yes **No** ☐
- If yes, please enclose approval/recognition details issued by the statutory body governing the programme.
23. Has the College been reviewed by any regulatory authority? If so, furnish a copy of the report and action taken there upon. **No**
24. Number of teaching and non-teaching positions in the College

Staff

Technical Staff

Positions Teaching Faculty Non- Teaching

**Professor Associate Assistant Professor
Professor**

*M *F *M [REDACTED] 05 07 29

Sanctioned by the UGC/ University / State 17 60
Government

[REDACTED] Yet to recruit 00 [REDACTED]
Sanctioned by the authorized bodies
Management/Society or other 06 01 06

Recruited [REDACTED] [REDACTED] *M-Male *F-Female

25. Qualifications of the teaching staff

**Highest
Qualifications**

**Professor Associate Professor Assistant
Professor Total**

[REDACTED]
Permanent Teachers
D.Sc./D.Litt. --- --- --- --- --- [REDACTED] M.Phil. --- --- 01 01 02 03
07 [REDACTED] [REDACTED]
Ph.D. --- --- --- --- --- [REDACTED] PG --- --- --- --- ---
Part-Time Teachers

Ph.D. --- --- --- --- --- [REDACTED] PG --- --- --- --- --- 02 02

26. Number of Visiting Faculty/Guest Faculty engaged by the College.
Approx. 140 faculty members

27. Students enrolled in the College during the current academic year, with the following details:

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Integ rated
Mast
ers
M.
Phil.

Ph.D. Integ
rated
Ph.D.

D.Lit /
D.Sc.
Certi ficate

Diplo ma
Total

Students UG PG

From other states of India

M F M F M F M F M F M F M F M F 2260 2670 40

62 ---- 04 13 ----- 5049

From the state where the
college is
located

33 20 00 00 ---- 00 00 ----- 53

NRI Students 00 00 00 00 ---- 00 00 ----- 00

Foreign Students

01 00 00 00 ---- 00 00 ----- 01

Total 2294 2690 40 62 ---- 04 13 ----- 5103 *M-Male *F-Female

28. Dropout rate in UG and PG (average for the last two batches)

UG : 5.94%

PG : 11.22%

29. Number of working days during the last academic year. : **235** 30. Number of teaching days during the last academic year : **180** 31. Is the College registered as a study centre for offering distance education programmes for any University?

Yes **No** ☒

If yes, provide the

a. Name of the University -Not Applicable

b. Is it recognized by the Distance Education Council?

Yes No

c. Indicate the number of programmes offered.

32. Provide Teacher-student ratio for each of the programme/course offered

Programme/Course No. No. of students

of teachers

Teacher-student ratio

B.A. 21 634 1:30

B.Com. 32 3165 1:99

B.M.S. 02 403 1:201



B.M.M. 02 192 1:96

B.F.M. 01 191 1:191

33. Is the College applying for?

Accreditation: Cycle1 Cycle2 **&FOH** ☒ Cycle4

Re-Assessment: Not Applicable

34. Date of accreditation*(applicable for Cycle2, Cycle3, Cycle4 and re-assessment only)

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Cycle1 : **08/01/2004** Accreditation outcome/results : **B**

Cycle 2 : **04/09/2010** Accreditation outcome/results : **A**

(*Kindly enclose copy of accreditation certificate(s) and peer team report(s) Cycle1 refers to first accreditation; Cycle 2 and beyond refers to reaccreditation)

35. a. Date of establishment Internal Quality Assurance Cell (IQAC): **04.09.2004** b. Dates of submission of Annual Quality Assurance Reports (AQARs).

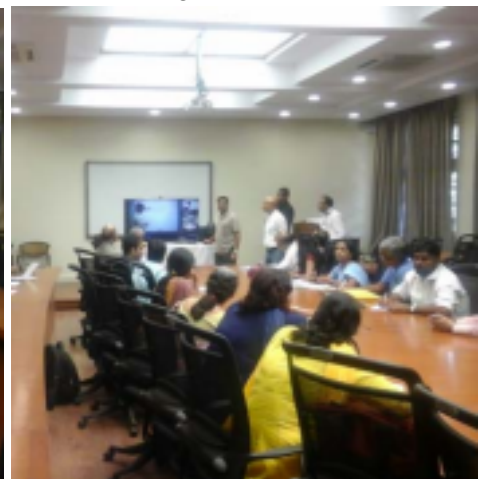
(i) AQAR for year 2011-12 on 09/07/2012

(ii) AQAR for year 2012-13 on 13/08/2013

(iii) AQAR for year 2013-14 on 14/08/2014

(iv) AQAR for year 2014-15 on 30/07/2015

36. Any other relevant data, the College would like to include. (Not exceeding one page)



Criterion I

Curricular Aspects



NAAC – Self Study Report (3rd Cycle)

CRITERION I: CURRICULAR ASPECTS

1.1 Curriculum Design and Development

1.1.1 How is the institutional vision / mission reflected in the academic programmes of the College?

The college constantly strives to fulfil its institutional vision ± that of providing opportunities to students to pursue education which will culminate into a mind that researches and aims to achieve excellence. In this pursuit, the independence of thought and correctness of expression is constantly encouraged by various means. One of the means is the well-defined process of curriculum designing, which shoulders the major responsibility of educating the mind as well as making the student job-prepared. Since, diversity is an inherent part of our society, reflected in the microcosmic form in the college; the academic system of the college also offers diversity in the form of various courses, subjects and test patterns. The designed curriculum reflects the diverse needs RI WKH VWXGHQWV¶ LQWHOOHFWV DV well as their future prospects.

The envisioned goal is aligned to achieve by the following means:

- ξ Formulating a Credit System that fulfills Academic and Non-Academic requirements.
- ξ Students-centric curricular programmes aiming at multi-dimensional learning.
- ξ Reforming the syllabus to match the needs of the employers or the job market.
- ξ Redesigning the syllabus to cater to the intellectual standards of the diverse students from the locality.
- ξ Introduction of Value Based Education to inculcate courage and compassion as essential virtues to promote holistic development of a student.
- ξ Conducting extracurricular activities that complement the academic curriculum, to accentuate latent talents of the students.

1.1.2 Describe the mechanism used in the design and development of the curriculum?

Give details on the process. (Need Assessment, Feedback, etc.)

The following well defined process is followed to design and develop the curriculum: ξ
7KH IRUPDWLRQ RI DQ H[SHUWV¶ SDQHO WR VWXG\ WKH scope of academic autonomy for the college, within the existing statutes of UGC and University of Mumbai.

- ξ The application and processing for Academic Autonomy of the college during the years 2010-2011.
- ξ Visit to autonomous colleges in the city by the senior faculty members of the college.
- ξ Conducting seminars and workshops to introduce systems in autonomy to the faculty.
- ξ Discussions and consultations of experts with the entire teaching fraternity of the college, on autonomy and its dimensions.

- ξ Forming syllabi committees of respective departments, in accordance with the UGC and the University of Mumbai statutes.
- ξ Incorporating the members of Higher Academia and the Industry in the syllabi committee to enable the syllabi to be designed in a manner that suits the current needs of students, industries and society.
- ξ Workshops and Discussions with the stakeholders so as to convince them of the convenience and benefits of the autonomous status for the college.
- ξ Restructuring the evaluation system by providing students ample opportunities, through various means, to successfully complete graduation.

1.1.3 How does the College involve industry, research bodies, and civil society in the curriculum design and development process? How did the College benefit through the involvement of the stakeholders?

As stated above, the University Statutes on Autonomy makes it mandatory for two industry experts and three subject experts from higher academic institutions and research centres, to be a part of every Board of Study. These academic and industrial experts put

forth the respective needs of the research and industry for the syllabus design. Besides, the other stakeholders like alumni participate by a representation as members in each board of studies. Thus, a consultation with the academic experts, members from employment sector and stakeholders within and outside the institution is effectively sought by their representation on the board and the incorporation of their suggestions and recommendations in the sound development of the curricula. Our students within the college and on the campus, shared their ideas and their inputs were also beneficial in designing the syllabus and examination pattern. Special attention is given to the curriculum developed and adopted do have relevance to the local, regional, national and global developmental needs.

1.1.4 How are the following aspects ensured through curriculum design and development?

- ☐ Employability
- ☐ Innovation
- ☐ Research

There have been persistent attempts to use different methods of teaching and approaching learning with a broader frame to ensure an overall development of the learner. For instance, teachers are constantly engaged in research at different levels. The researchers, in turn, provide the essential dimensions to the teaching-learning process. The designed curriculum caters to the employability and entrepreneurship skills among the learners through innovative techniques. For instance, a special attention is placed on the employability of the students through the Placement Cell of the college. The Entrepreneurship Development Cell also introduces students to the opportunities and nuances of setting up their own enterprises.

The College has established a dedicated Research Laboratory to promote and foster research and to create a structure that ensures the promotion and support for pursuing higher knowledge. The aim of this research laboratory is to create an ambience in the college that would promote research in Humanities, Social Sciences and Commerce. A Doctoral Degree is conferred thereafter to the candidates. This facility ensures a valid resource-pool of experienced faculty and research personnel in the country. Besides this, research and development activities are considered as an essential component of a curriculum due to their role in creating knowledge and providing insight to instill dynamism to the educational process. This aids the need-based national requirement. The prime aim of this laboratory is to create and update the general as well as special capabilities of the faculty as well as the students of graduate and postgraduate programs.

1.1.5 How does College ensure that the curricula developed address the needs of the society and have relevance to the regional / national developmental needs?

All the courses are designed with an intention to cater to the contemporary needs of society

and the national development in general. The College has a dedicated website which helps the students to find the displayed syllabus. The courses like Environmental Studies for the F Y B.Com is especially designed to create awareness of Environmental surroundings of the immediate neighborhood of Mumbai and Konkan, the Foundation Course for the First and Second year of Commerce and Arts students helps them to be sensitized on various social issues like Women Empowerment, Drug Addiction, Human Values, Human Rights, Environment, the effects of Science and Technology on Humanity, Communication Skills, Health Care Education. The courses like Journalism and Mass Communication are especially designed to introduce to the learners the basics of Journalism and role of mass communication in society and nation. Besides, the Communication Skills in English and Business Communication have been introduced to enhance the basic and professional language skills for the learners to enhance their global competencies.

Also, every course designed upholds the values, interests, cultures of the society. Every course has its own method of transmitting knowledge and understanding the cultures of the society. Nation building is explored through various courses: either they are categorized into mainstream or applied or compulsory courses. The value added courses aim to provide additional learner centric skill oriented training, with the primary objectives of improving the employability skills of Commerce and Arts students. Besides, these courses have been framed to provide the students an understanding of the expectations of the nation and society. For instance, Communication Skills in English is aimed at manifesting the linguistic skills in learner. The teachings of *Geeta and Ethics* by eminent spiritual Ascetic IURP WKH µ6ZDPL 9LYHNDQDQG 0XWK¶ VHQVLWLVLH WKH students about their life skills and role of ethics in their career. The Sanskrit Language Course not only promotes the archaic language of India but also enriches the minds of the learner with the ancient knowledge, so as to create a sense of pride in them, DERXW RXU QDWLRQ¶V ZHDOWK

1.1.6 To what extent does the College use the guidelines of the regulatory bodies for developing or restructuring the curricula? Has the College been instrumental in leading any curricular reform which has created a national impact?

It is mandatory for the college to follow the guidelines issued by the University of Mumbai and UGC, and hence, the entire curriculum developed follows the spirit and objectives determined by these regulatory bodies. The curriculum developed is uploaded on the college website making it accessible to all learners and provide feedback on the same. The aim is to make the learner aware of the essential capacities that could lead him or her, to becoming a contributing member of the society. The feedback is recorded and the same is put forth before the committee for incorporation. Also, the syllabus is open to access for anyone across the globe.

On the basis of the experience of turning autonomous the college, its students and the

faculty members have been providing consultancy and guidelines to the other prospective colleges and universities who wish to gain academic autonomy. In addition to this, the inputs of the faculty members have helped colleges and universities to design their syllabi for Board of Studies. Teams of faculty members from other colleges also visit our college for gaining insights into autonomy and its processes.

1.2 Academic Flexibility

1.2.1 Give details on the following provisions with reference to academic flexibility

- a. Core / Elective options
- b. Enrichment courses
- c. Courses offered in modular form
- d. Credit transfer and accumulation facility
- e. Lateral and vertical mobility within and across programmes and courses

The college offers a number of programs like BA (Bachelor of Arts), B. Com. (Bachelor of Commerce), BMM (Bachelor of Mass Media), BFM (Bachelor of Financial Management), BBI (Bachelor of Banking and Insurance) and BMS (Bachelor of Management Studies) leading to degrees at undergraduate level, M. Com. (Master of Commerce) leading to post graduate degree and Ph.D. (Doctor of Philosophy) leading to Doctorate degree. Also, the institute has created a framework to permit academic flexibility by giving various choices to learners across the interfaces of the disciplines through the curriculum that offers a number of elective options and the Credit Based Semester and Grading System (CBSGS).

Core courses: The students of the Arts Faculty have been offered six subjects in all, three compulsory and three optional courses. The entire Bachelors of Arts programme is divided into six semesters i.e. two semesters in each academic year. The students need to complete the three compulsory courses and three ancillary courses in their first year of graduation and in the second year are required to complete one compulsory course, one applied component and two papers in each of the three ancillary courses they have studied in the first year. Students are allowed to opt any one course of their ancillary component as six

papers or two ancillary courses as three papers of each in the third year of their graduation. However, three papers each in any two of the Optional/Major subjects offered at the First Year and the Second Year Arts is available provided the choice does not clash with the major framework envisioned.

The college offers an integrated B. Com. Degree programme divided into six semesters over the period of three years. The students need to study three compulsory components, two core courses and two applied components. Nonetheless, the students do not have any choice in this programme. The second year of the commerce graduation consists of one compulsory course, two applied components and three core courses. The entire curriculum of the course in second year is divided into two semesters.

The College is the centre for registration and instruction for the M.Com Course. Students are registered for Ph.D. in Commerce, Hindi, and Gujarati. The syllabus of these programs is designed and issued by the University of Mumbai; therefore, the college has limited scope in modelling or altering the curriculum.

The applied components like NCC and Sports have been introduced as an option to the Foundation Course at First Year and Second Year graduation. Journalism and Mass Communication are introduced to the learner at Second Year BA. The aim of these papers is to introduce the learner with the fundamental concepts of Journalism, to familiarize with the different forms of the Journalism, to acquaint them with the Journalistic genre and to introduce them to the News Paper ±its style, departments and the Language of News Paper and the various modern mass media. Also, Book Keeping is added as an additional component at SYBA level to enable the learner to equip the basic skills of accounting.

The pool of self-financing programs like BBI, BMM, BFM and BMS has been introduced to cater to the specific demands of the industry.

There are four different types of compulsory courses in all the programmes conducted wherein the Compulsory Courses offers 4 credits per course, Core / Special Courses offers 3 credits per course, Applied Components offers 3 credits per course, Foundation Courses offers 2 credits per course and Skill based Courses offers 2 credits per course. The total credit value shall be 120 credits for all UG programmes across the faculties. The total credit value shall be 80 credits for PG programmes under the faculty of Arts.

The college offers inter institutional credit transfer with the institutions existing within the Somaiya Vidyavihar campus.

Elective Options: The institution under the autonomy has designed the curricula for the following elective options so as to provide the learner an advantage to choose from the following:



Translation Studies Computer System

American Literature Direct & Indirect Taxation Drama and Theatre Psychology of Human

Behaviour at Work

Elementary Mathematical and
 Statistics for Economic Analysis
 Entrepreneurship and Small
 Industries Management

Research Methodology in Social
 Sciences: Research Designs and
 Data Collection
 Qualitative Social Research



Occupational Marathi- Creative Writing

BMS Marketing
Finance

Self-Financing Courses
BMM Advertising

Additional Courses:
Export Marketing

A certificate program is a related cluster of curriculum bearing graduate courses that constitutes a coherent body of study within a discipline or set of related disciplines. The certificate program reflects the educational mission of the various emerging disciplines like Journalism, Speaking Skills and Spreading the awareness of Languages. The purpose of these certificate programs is to provide students with a concentrated, cohesive area of study. Successful completion should help participants achieve specified learning objectives and competencies in a defined field of study. It is designed to increase the education of graduate students or to provide continuing education to graduate non-degree seeking students. These courses include Certificate courses in *Saral* Hindi, Certificate Course in National Banking, Certificate Course in Gujarati Journalism and Certificate Course in English Speaking.

Besides, certificate courses in foreign languages have been introduced. This includes the languages like Spanish, Japanese, Italian, German, French and Chinese. Learning a new language opens up new opportunities and gives the learner a perspective that he/she might never have encountered otherwise. Such exposure leads to increase in global understanding, generates employment potential, enhances native language ability, sharpens

cognitive and life skills, enables the learner to appreciate international literature, music and film and facilitates translations.

1.2.2 Have any courses been developed specially targeting international students? If so, how successful have they been? If no, explain the impediments.

No Special Course has been designed for the international students. The reasons for not developing the special courses are:

ξ The demands of the large numbers of local students entail considerable workloads. ξ In a city like Mumbai the choices of the international students are widespread and the college has had its entire focus in catering to the immediate needs of the local Indian students.

However, this is an area that the college has now begun to consider as we have succeeded in enrolling **9 Foreign Students** to our various courses.

1.2.3 Does the College offer dual degree and twinning programmes? If yes, give details.

Yes, the college offers dual degree provision for students. The two students have been registered for undergraduate program in Engineering as well as Humanities and Bachelor of Mass Media and Bachelors of Arts.

1.2.4 Does the College offer self-financing programmes? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programmes?

The college offers the following self- financing programs:

1. Bachelor of Management Studies (BMS)
2. Bachelor Banking and Insurance (BBI)
3. Bachelor in Mass in Media (BMM)
4. Bachelor in Accounts and Finance (BFM)

The norms regarding admissions, fee structure, teacher qualifications, recruitment and salary are followed as per University of Mumbai guidelines.

1.2.5 Has the College adopted the Choice Based Credit System (CBCS)? If yes, how many programmes are covered under the system?

All the undergraduate programmes offer a Credit Based Semester and Grading System as outlined above in 1.2.1.

1.2.6 What percentage of programmes offered by the College follows?

☐ Annual system

☒ **Semester system**

☐ Trimester system

All the undergraduate programmes of the college follow **the Semester System** from June 2010, while the Masters programs follow the semester system from June 2012.

1.2.7 What is the policy of the College to promote inter-disciplinary programmes?

Name the programmes and what is the outcome?

The college is of the view that the disciplines, subjects are not regarded as discrete and autonomous. Interdisciplinarity, however, is more responsive to the subtleties of the nature of academic disciplines. At one end of the scale, interdisciplinarity is we regard, for example, as selecting subjects from a range of disciplines that in some way relate a general topic ± such Political Science along with Engineering. The college involves critiquing and the critical exchange of views across disciplines, while maintaining robust disciplinary integrity by allowing the students to choose the subjects of their choice. The college is working on the line that two or more disciplines combining their expertise to jointly address an area of common concern especially students choosing commerce program need to learn the topics like the AIDS pandemic, the water crisis in India, global warming and climate change. Topics such as these require coordinated efforts of many specialists. An issue such DV µODQG XVH¶ IRU H[DP SOH LV VHHQ GLIIHUHQWO\ IURP HFRQRPLF JHRORJLFDO DQG environmental perspectives.

Besides, within the autonomous status, the faculties of various disciplines also participate in designing and implementing the syllabi in order to gain the multidisciplinary perspective. Thus, college allows inter departmental dialogues through extracurricular activities too. Also, the students are motivated to look at academics from the lens of other disciplines.

1.3 Curriculum Enrichment

1.3.1 How often is the curriculum of the College reviewed for making it socially relevant and/or job oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?

The College Curriculum for Excellence typifies many modern academic trends in curricular policy, through its emphasis on generic skills and competencies, its focus on pedagogy and its apparent extension of autonomy to teachers as agents of change. Such curricula pose considerable challenges to college systems, where prevailing practices are often at odds with policy aspirations. College differentiates between first order engagements ± most teachers welcome Curriculum for Excellence in principle ± and second order engagement, which relates to the extent to which the new curriculum is FRQJUXHQW ZLWK WHDFKHUV¶ GHSHU FRQFHSWLRQV DERXW NQRZOHGJH OHDUQLQJ DQG assessment. Thus, college has system of feedback in allowing the new incorporation of curriculum relevant to socially and job oriented or knowledge intensive elements. Also, the designed syllabus does have special emphasis on the various life skills and knowledge. The students from Environmental Science, Economics and Sociology under the guidance of expert faculties visited Tera Village in Bhuj District of Gujarat for 10 days rural workshop to study the Lake water portability from 25th Jan. 2013 to 4th Feb. 2013. This was a part of socio-economic research project. Similarly, a minor research project to study the quality of

water was undertaken in the same village in the January, 2015 which was sponsored by the University of Mumbai.

An Entrepreneurial Cell in the College helps to motivate students to start their own enterprise. The objective of the cell is to enhance the skills and knowledge required to start their own enterprise so that, self-employment can be promoted. The idea is to have more employment generators.

Also, the EXSOM- College Alumni Association has been working to help the curriculum designers to enrich and enhance their experience to cope with the need needs of the employment market.

1.3.2 How many new programmes have been introduced at UG and PG level during the last four years?

Though college could not introduce new programs at UG and PG level due the limitations of the space available but the college has introduced the various certificate courses as mentioned in 1.2.1.

1.3.3 What are the strategies adopted for revision of the existing programmes? What percentage of courses underwent a major syllabus revision?

All the Department Boards of Studies meet once a year to review the Syllabi and the Evaluation Methods. Revisions are proposed on the basis of feedback from the previous semester and guided by industry needs and academic advancements in the subject and these have to be passed by the Academic Board and Management Board of the College before they can be incorporated. All the courses have undergone revisions over the last three years with almost all the departments. Though, the degree of revision varies from one course to another and department to department. Similarly, the research work undertaken by Faculty and their participation in Conferences and Workshops have had significant consequences for teaching.

All the departments of the college has modified and changed the syllabus as per the needs and demand. The average percentage of change is between 25 to 35%.

1.3.4 What are the value-added courses offered by the College and how does the College ensure that all students have access to them?

The academic autonomy provided to the college enables it to introduce various value added programs.

Autonomy has provided the freedom to design value-added courses and some of these have been made mandatory for all. The value courses like *Geeta* and Ethics and Certificate Course in Gandhian Philosophy started by Gandhian Study Centre have been made

integral part of the curriculum developed. Departments also organise value added short

courses and lecture series for their students, often with external experts, some from abroad too.

1.3.5 Has the College introduced any higher order skill development programmes in consonance with the national requirements as outlined by the National Skills Development Corporation and other agencies?

The college has maintained an ethos of progressive teaching and learning. It has been striving to manifest and inculcate the rational, logical, creative and innovative skills through their participation in rural camps at Dahanu, Maharashtra, Kutch, Gujarat and Slum Projects in Mumbai. Wherein, the learner is exposed to the tribal and rural life. The learner participate in various activities undertaken in these areas so as to contribute in their life through campaigning for Health and Hygiene, Literacy, Tree Plantation and interacting with them. Also, the students are encouraged to take lead roles in arranging these socially useful productive projects. In addition to this, the students publish hand written Magazine FDOOHG µ*Aashay*¶ LQ 0DUDWKL µ*Tejasvini*¶ E\ :RPHQ 'HYHORSPHQW &HOO DQG µ*Spandan*¶ LQ Gujarati. Thus, enable the learner to get acquainted with editing skills.

Under Autonomy, the college is systematically arranging workshops on paper-Setting during evaluation, which give the percentage of questions that needs to be set with regard to testing knowledge, analysis and application. This practice has helped the teachers in their way and methods of teaching in classroom and it serves to encourage the higher order skills of critical thinking and creativity.

In the similar way, the students are allowed to present their research paper or assignments as a part of the internal evaluation. The presentations and assignments during this continuous internal assessment make clear to students and teachers. The teachers help the students to develop the knowledge, their soft skills, their research aptitude, content development and expression.

Fine Q Academy in Association with National Stock Exchange NSE is offering the Banking Correspondent and Business Facilitator Program from National Skill Development Corporation (NSDC) under *Pradhan Mantri Kaushal Vikas Yojana* (PMKVY) to develop the Banking Skills to enable the learner to understand the challenges in the Banking Sector in coming years and to overcome these challenges effectively. Also, this program is aimed at creating employment opportunities in Banking and Capital Market.

1.4 Feedback System

1.4.1 Does the College have a formal mechanism to obtain feedback from students

regarding the curriculum and how is it made use of?

The college has adopted a Curriculum Development process which encompasses the design and development of integrated plans for learning, the design of implementation of

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the plans, and of the evaluation of the plans, their implementation and the outcomes of the learning experience. Also, the aim of the curriculum design and its process is consist of critical questioning to frame learning and teaching to translate broad statements of intent into specific plans and actions. The intention is ensured, as far as possible, alignment between the three states of curriculum: the planned curriculum, the delivered curriculum and the experienced curriculum through two student representatives on each Board of Study that designs the syllabus. At the end of every academic year college collects the formal written feedback on the entire educational system including the syllabus and the courses they studied. The students are encouraged to organise the co curricular activities through various forums and feedback is collected.

1.4.2 Does the College elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods adopted to do the same - (conducting webinar, workshop, online forum discussion etc.). Give details of the impact on such feedback.

The Somaiya Alumni who have settled abroad or studying abroad have been involved in framing and designing as well as giving feedback on the syllabi. A draft of the intended syllabi is sent to them and we receive the feedback and the college forwards the same to the Board of Studies for consideration. Under the provisions of Autonomy it is mandatory for at least two members from the industry to be represented and their valuable feedback and suggestions be incorporated. This helps in introducing the course syllabi to have the industry oriented modules. Besides, the framed and approved syllabus of all the Board of Studies is uploaded on our official college website which in turn helps the college to attract the foreign students and expose our syllabi for scrutiny at international level.

1.4.3 Specify the mechanism through which alumni, employers, industry experts and community give feedback on curriculum enrichment and the extent to which it is made use of.

The enrichment and sustenance of quality is the continuous process. The alumni, with prior involvement in syllabus design and up gradation, are in constant touch with the subject board. This helps the subject board in various ways - contribution to syllabi, feedback on syllabi, feedback on evaluation pattern and suggestions for updating teaching methodologies which have proven to be of immense value.

The Placement Cell of the college invites various organisation and employers to conduct their placement programs in the college on this platform, the employers also put forth their requirements of academic qualification and skills required. In some subjects, the recommendations of the employers are incorporated, especially in the field of Commerce.

It is mandatory for the subject board to have the industry representation on panel. The industry expert guides the Board the portion in the syllabus that is beyond the subject but essential for the prospective employee to find employability and growth in the industry.

Regular parent-teacher meetings fulfill many purposes - that of checking students participation in learning, providing feedback on the learning methods, modules for study, evaluation process and the course in general. Often, parents are also involved not only WKHLU ZDUGV¶ DWWHQGDQFH EXW DOVR WKH course work and their observation on it.

1.4.4 What are the quality sustenance and quality enhancement measures undertaken by the institution in ensuring effective development of the curricula?

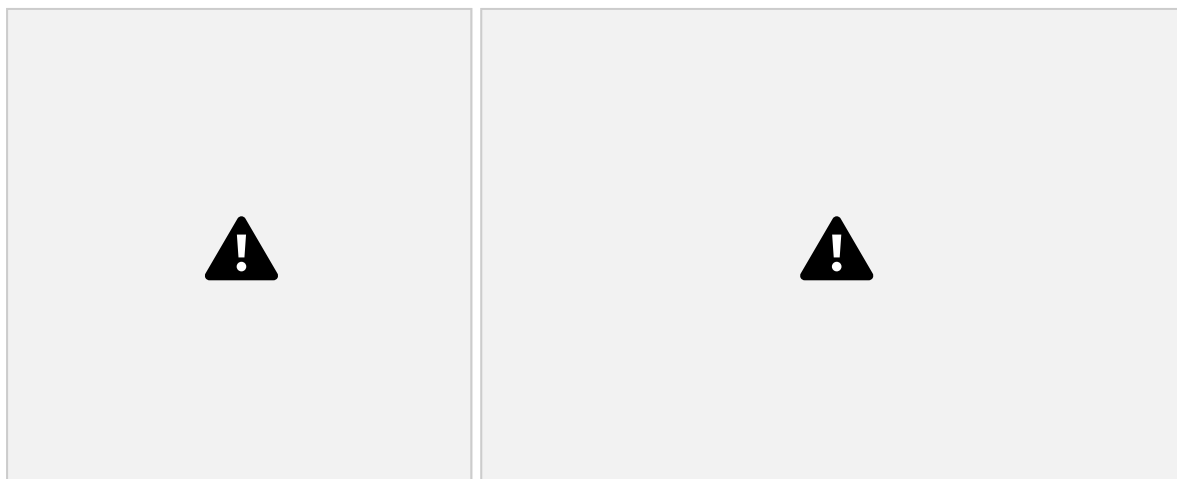
Quality assurance and quality enhancement are the key words for the institutional growth. College ensures the continuous sustenance of quality by undertaking the followings measures:

- ξ Up gradation of the syllabi every three years.
- ξ Evaluation patterns formulated as per different levels of difficulty.
- ξ Encouragement of faculty to undertake minor and major research projects on topics which are related to the syllabi.
- ξ Faculties contribute not only to the college syllabi but also act as resource persons in colleges and universities that undergo the revision of syllabi.
- ξ Participation of faculties of various departments in seminars, workshops, conferences and training programs that are either related or based on the prescribed syllabus. Their interaction with peer group helps to add inputs in the enrichment of curriculum.
- ξ Faculties travelling abroad for presenting papers and /or participation provide us with insights into educational systems and their workings, which in turn are pondered upon by the members of the subject board.



Criterion II

Teaching – Learning and Evaluation



NAAC – Self Study Report (3rd Cycle)

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

2.1.1 How does the College ensure publicity and transparency in the admission process?

K. J. Somaiya College of Arts & Commerce follows the principle of complete transparency in regards to the admission process for students of the First Year of the Degree Courses of BA/B. Com./ BMS/ BMM/ BFM/ BBI, Post Graduate Courses (M.Com.) & Ph.D. (Commerce/Hindi/Gujarati) programs conducted by the College. The admission to various courses is announced on the College website and Prospectus. The College is ranked among the highest in Mumbai city and word of mouth publicity ensures VWXGHQWV¶ HQWU\ WR WKLV FROOHJH

Some of the features of the admission procedures are as follows:

- ξ The University of Mumbai and the Government of Maharashtra specifies the admission criteria which are followed by all affiliated colleges. The K. J. Somaiya College, a Gujarati Minority College has reservations for disadvantaged groups and is open to students from all over the world.
- ξ Students apply by filling in the online pre admission form from the College website along with registration form of University of Mumbai. Thereafter merit lists are displayed on website and on the College notice board for the purpose of transparency. The student can seek admission to the desired course as per the College admission rules. The hard copy of the duly filled online form is submitted to the College office.
- ξ Guidelines relating to admission and courses offered are available on our college website.
- ξ Immediate sms alert facilities are available to students in regards to admission.

2.1.2 Explain in detail the process of admission put in place for UG, PG and Ph.D. programs by the College. Explain the criteria for admission (Ex. (i) merit, (ii) merit with entrance test, (iii) merit, entrance test and interview, (iv) common test conducted by state agencies and national agencies (v) others followed by the College?

The process of admission is as follows:

- ξ The pre admission form is available online on our website. Students can access the form and fill it up and submit it online.
- ξ The Application fees can be paid online or through cash at the cash counter in the office. This facility is available for both UG & PG Programs.
- ξ The admissions for the aided courses of BA, B.Com. & M.Com. are finalized on merit and the admissions of the self-financing courses are also based on merit which

consists of the aggregate percentage in the qualifying examination. Necessary cut-off lists are displayed on our website and detailed list on the College campus.

2.1.3 Does the College have a mechanism to review its admission process and student profiles annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?

The College Admission Committee consisting of the Principal, the Vice-Principals, and Registrar and faculty members monitors the admission procedure in the College. All admission process is handled by office staff, but for FYBA admission there is a special committee comprised of senior teachers who help students during admission to choose the combination of subjects and provide necessary information. The College regularly H[DPLQHV WKH VWXGHQWV¶ HQUROPHQW SURILOH DQG WKH ILQGLQJV DUH XVHG WR LPSURYH WKH QH[W admission procedure.

2.1.4 What are the strategies adopted to increase / improve access to students belonging to the following categories:

SC / ST / OBC

The College follows the statutory reservation policy for students from backward groups as laid down by the government. Government freeships and scholarships are extended to the students.

Women

K. J. Somaiya College of Arts & Commerce has a sizeable number of female students from cross-sections of the society; in terms of class, caste, religion and region. These diverse groups find themselves comfortable in the environment provided on the campus which is conducive to the developmental needs of these diverse groups. The College has a Women 'HYHORSPHQW &HOO ZKLFK SURYLGHV D SODWIRUP IRU GLVFXVVL RQ ZRPHQIV LVVXHV IURP social, health, and legal point of view.

Different categories of persons with disabilities

K. J. Somaiya College of Arts & Commerce has a disabled friendly campus with ramps constructed for accessibility across the buildings on the campus. We also have special washrooms for differently-abled students. Support system is also provided to the care takers of the differently-abled students.

Economically weaker sections

A number of students come from underprivileged sections of society and are provided Fee waiver, patronage by alumni, free-ships to deserving cases. Concerted efforts are made through the College office in securing all Government Scholarships and Free-ships to eligible students. Book Bank Scheme: A number of syllabus related books are provided to the College by Rotary Club of Ghatkopar. Needy students can avail these books against

returnable deposit. At the individual level staff members distribute extra copies of text books to the needy students.

The involvement and concern shown by the staff members and overall environment serves as an attraction to students from economically backward category, many of who would not have been able to do higher education without such support. This also resonates with the vision of social inclusion of the college.

Outstanding Achievers in Sports and Extracurricular Activities

The College provides a support to students interested in sports. Students who have excelled at the District, State, National & International level in sports and extracurricular activities are encouraged to participate in various sports activities under the guidance of the Sports Department in the College. Besides special 3% reserved quota in admission, students who

Extracurricular activities are given a major thrust to encourage the latent talents of the students. Activities which include *µHooper¶* - LQWHUFROOHJLDWH HYHQW DQG *µ(NDWYD¶* ± Campus **festival** attract students with the best of talent who want to excel in these areas. Various subject associations in the college also provide a platform for the students to come out with and sharpen their skills in extra-curricular activities.

The K. J. Somaiya College of Arts & Commerce offers students a plethora of activities and a platform to showcase their talents due to which our college is a preferred option for students. Special orientation at the beginning of the academic year conducted by our staff and Principal ensures dissemination of information and representative participation in all activities.

2.1.5 Furnish the number of students admitted in the College in the last five academic years.

	2011-2012	2012-2013	2013-2014	2014-2015	2015 - 2016
Categor ies	x ba M	x ba M	x ba M	x ba M	x ba M
	[REDACTED]	[REDACTED]	[REDACTED]	OBC 130	134 130
	134 101 113 95 128 220	[REDACTED]			
DT/NT/SBC	61 66 61 69 58 53 47 55 96	Gujarati Minority 243 214 243 214 462			
	448 769 632 1443				

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NAAC – Self Study Report (3rd Cycle)

2.1.6 Has the College conducted any analysis of demand ratio for the various programs offered by the College? If so, indicate significant trends explaining the reasons for increase / decrease.

Year 2015 ± 2016	Programs Number of applications	UG Number of students admitted	Demand Ratio (No.of applications / No. of students admitted)
[REDACTED]	F.Y.B.Com	5387 1140 5 : 1	[REDACTED]
[REDACTED]	F.Y.B.M.M	1478 70 21 : 1	
	F.Y.B.M.S	3605 143 25 : 1	[REDACTED] PG
	[REDACTED]	Ph. D	

Arts --- 8 9
(Hindi/Gujarati)

Commerce --- 8 8

[REDACTED]

Programs 2011 - 12 2012 - 13 2013 - 14 2014 -15 2015-16 [REDACTED]

F.Y.B.A 2: 1 [REDACTED]

F.YB.Com 3 : 1 [REDACTED]

[REDACTED]

F.Y.B.M.M 8 : 1 [REDACTED]

F.Y.B.M.S 10 : 1 [REDACTED]

[REDACTED]

PG:

M.Com - I 2 : 1 7 : 1 8 : 1 5: 1 5 : 1

[REDACTED]

[REDACTED]

Commerce [REDACTED]

2.1.7 Was there an instance of the College discontinuing a programme during last four years? If yes, indicate the reasons.

No

2.2 Catering to Diverse Needs of Students

2.2.1 Does the College organize orientation / induction programme for freshers? If yes, give details of the duration of programme, issues covered, experts involved and mechanism for using the feedback in subsequent years.

An orientation program for the first year students at the beginning of the academic year is organised by the College. The Principal formally addresses the students of the first year. Separate time slots for Arts and Commerce Students are given to enable dissemination of information that is specific to each faculty. Some of the issues dealt with in this session cover curricular, co-curricular and support activities which are as follows: Norms relating to attendance, the examination system, timetables, availability of Principal and Vice
3ULQFLSDOV DQG FKDQJH RI VXEMHFW LI QHHGHG HWF 6HUYLEFHV
OLNH WKH /LEUDU\ :RPHQIV Development Cell, and Counseling services are

introduced to the students. Rules of PHPEHUVKLS WR VWXGHQWV¶ ERGLHV VXFK DV 1&& 166 *PNKDQD DQG 6SRUWV DQG WKH Students Council are dealt with in detail. Students are also introduced to the Professors in charge of key activities in a bid to promote awareness and encourage student participation in various extra - curricular and co-curricular activities that are available on campus.

2.2.2 'RHV WKH &ROOHJH KDYH D PHFKDQLVP WKURXJK ZKLFK WKH 'GLIIHUHQWLDO UHTXLUHPHQWV RI VWXGHQW SRSXODWLRQ' DUH DQDO\HG DIWHU DGmission and before the commencement of classes? If so, how are the key issues identified and addressed?

Students from varied backgrounds seek admissions to courses within the College. Students from disadvantaged groups, first generational learners as well as those with good academic credentials are admitted here thus ensuring inclusiveness and diversity. Fulfilling diverse needs can be a challenging task for the institution. However, through regular interaction and dialogues with students it has been possible for teachers to guide students and has ensured that the systems retain its student-centric nature in the follows ways:

- ξ It has been found that many of our students are not proficient in English. Therefore we permit them to write FC, Sanskrit, History, Sociology, Psychology, Economics, Philosophy, Political Science papers in Hindi or Marathi.
- ξ Psychological Counseling is provided by the faculty of the department of Psychology to our students as and when needed.
- ξ Various associations under different heads organise programs / events in the campus throughout the year. Students of the College are informed well in advance for their participation.

2.2.3 Does the College provide bridge /Remedial /add - on courses? If yes, how are they structured into the time table? Give details of the courses offered, department-wise/faculty-wise?

Remedial teaching is done informally at the departmental level within the College. Teachers identify the students who are likely to require help and conduct extra sessions for the students. The English and Mathematics department of the College has tutorials and remedial classes structured into the time table. The Gujarati department has organised remedial course in English speaking.

2.2.4 Has the College conducted a study on the incremental academic growth of different categories of students - student from disadvantaged sections of society, economically disadvantaged, physically handicapped and slow learners etc.? If yes, give details on how the study has helped the College to improve the performance of these students.

No formal study has been conducted on the incremental academic growth of the different categories of students mentioned above. There are sizeable numbers of students who are differently abled and slow learners. Also the college has a number of students from the north eastern part of India. The college and its faculty members take special care to see that they are integrated into the mainstream of the students with respect to curricular and extracurricular activities. The teachers take extra lectures to clear any doubt they may face. For the economically disadvantaged students teachers help them with books etc. where ever necessary.

2.2.5 How does the institution identify and respond to the learning needs of advanced learners?

The faculty identifies such students when they interact and engage in discussions with them inside and outside of their class rooms as well as their performance in tests, assignments, etc.

Such students are asked to go beyond their texts, in terms of their assignments as well as projects, so that they can have more challenges as well as broaden their knowledge. Furthermore, they are also encouraged to go for additional courses like company secretary, chartered accountant, etc.

The college provides a platform for students to showcase their performing skills during different events. Guidance and necessary information is then shared in terms of further studies, scholarships, institutions, etc. with such students, so that they have a much more clearer picture of what they want to be as well as where they can go, to hone their skills further.

2.2.6 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

The needs of a number of students who are differently abled are catered to on the campus. The campus has been made disabled friendly. Special washrooms and addition of ramps connecting all the key areas of the ground floor are some facilities have been made available. Besides these, the action implemented as per government policies towards the differently able students are as follows:

- ξ During examinations the physically handicapped students are provided separate seating arrangements that is easy to access and manouvre.
- ξ The College helps in coordinating and providing writers for exams to the visually challenged and physically handicapped candidates.
- ξ As per the university guidelines, extra time is provided to students during exam. ξ

Special care in evaluating their answer papers which may even include oral exams, assignments and projects as part of the course as the case may be.

2.3 Teaching-Learning Process

2.3.1 How does the College plan and organise the teaching, learning and evaluation schedules? (Academic calendar, teaching plan and evaluation blue print, etc.)

At the beginning of the academic year the academic calendar is framed and provided in the prospectus specifying the tentative schedule for semester-wise examinations, important co curricular and extracurricular activities. Information related to important activities is displayed on the student notice boards and college website. As per the schedule in the academic calendar staff members book the venues like the Kalidas Sabhagruha, Conference Room or any other venue in the campus as and when required.

The time-table for the academic year is put up on the college notice board on the first day of the semester. The Heads of Departments assign the lectures and topics to be covered to the respective teachers.

The Chairperson of Examination Committee briefs the students on matters relating to evaluation at the time of Orientation in the beginning of the academic year. Thereafter, the respective teachers also discuss evaluation rules and techniques relating to their subject.

The examinations are conducted as per schedule and the centralized evaluation of the answer papers is organized and overseen by the Centralized Assessment Programme (CAP) Committee.

After evaluation of First Year and Second Year papers the process of moderation by external examiners is co-ordinated by the CAP Committee.

Students can apply for revaluation of their answer paper for which an external examiner is appointed by the Principal.

2.3.2 Does the College provide course outlines and course schedules prior to the commencement of the academic session? If yes, how is the effectiveness of the process ensured?

The course syllabi are available on the College website. Students who have opted for the subject can access the syllabi from the website so as to familiarize themselves with the contents of the course. Teachers at the individual level discuss the course syllabus and the schedule with the students.

2.3.3 What are the courses, which predominantly follow the lecture method? Apart from classroom interactions, what are the other methods of learning

experiences provided to students?

Most of the topics within the syllabus are conducted through the lecture method. However, the degree may vary as per the requirement of the subject and the faculty. At the undergraduate level the College encourages self-learning through individual and group presentations, journal and newspaper articles, case studies, field visits, industrial visits, documentary film making, surveys, exhibitions, laboratory work and projects.

2.3.4 How 'OHDUQLQJ' LV made more student-centric? Give a list of participatory learning activities adopted by the faculty that contribute to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.

To make learning more informative and enjoyable some departments have introduced activities which will help enhance the experiential learning among students. Individual and group presentations ensure active participation of students and also help students to take responsibility for the lessons learnt. Some salient features of student-centric learning are as follows:

- ξ The departments encourage and mould its students through seminars, departmental newsletters and magazines, assignments and paper presentations in the class. This helps in developing logic and critical thinking in them while instilling in them the ability to interpret texts with situations that are relevant to real life situations.
- ξ In addition, case studies and analysis gives the students the opportunity to look at a situation from different perspectives thereby awakening and nurturing their inherent creative and scientific temper.
- ξ The departments also make journals and research papers easily accessible to the students for their references.

- ξ An excellent Library and access to online resources help the students to gain competency in reference work and research.
- ξ The departments also encourage the students to visit various libraries- such as the American Library, the British Council Library and the Asiatic Society Library to enhance their knowledge.
- ξ The Political Science Department also arranges visits to the State Legislative Assembly for the students to witness the proceedings.
- ξ The BMM Department encourages and trains the students in preparation of media material like short films, silent films and documentary films
- ξ Industrial visits are also organized by some departments.

2.3.5 What is the College policy on inviting experts / people of eminence to provide

lectures / seminars for students?

In order to make the teaching experience more fulfilling, the college regularly invites experts and people of eminence to address the students on various issues ranging from the purely academic to the more socially relevant ones. This is done both at the Department level and at the College level.

Some of the eminent perVRQDOLWLHV ZKR KDYH FRQWULEXWHG WR HQULFKLQJ RXU VWXGHQWV¶ OLYHV are Mr. Vijay Tendulkar (writer), Mr. Sunil Dutt (Actor and Member of Parliament), Pujya Shri Pandurang Shastri Athavale (Spiritual Leader), Pujya Shri Kalasaheb Kalekar, Dr. Shreeram Lagu (Actor), Mr. Narayan Surve (Marathi Poet), Dr. Priyadarshini Karve (great grand- daughter of Maharishi Dondo Karve), Mr. Rajendra Singh (Activist) and Ms. Vandana Shiva (Environmentalist).

2.3.6 What are the latest technologies and facilities used by the faculty for effective teaching? Ex: Virtual laboratories, e-learning, open educational resources, mobile education, etc.

Computer and internet facility is utilized by the faculty for preparation of lectures, reading materials, up gradation and dissemination of information. For the list of technologies available, please refer to point 2.3.11

2.3.7 Is there a provision for the services of counselors / mentors/ advisors for each class or group of students for academic, personal and psycho-socio guidance? If yes, give details of the process and the number of students who have benefitted.

7KH &ROOHJH KDV D 6WXGHQWV¶ &RXQVHOLQJ &HOO PDQDJHG E\ WKH 'HSDUWPHQW RI 3V\FKRORJ\ Students may approach the cell for matters related to career and personal counseling. Besides this, the staff and students share a good rapport with each other, which helps in addressing the concerns of the students.

2.3.8 Are there any innovative teaching approaches/methods/practices adopted /put to use by the faculty during the last four years? If yes, did they improve the learning? What methods were used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?

To enhance and improve teaching and learning, a number of innovative teaching approaches/methods/practices was adopted and put to use by the faculty members during the last four years. Some of them were as follows:

- ξ Students seminar, field visits, use of audio-visual aids and guest lectures
- ξ Role play, case studies,

- ξ Group discussions, peer learning, oral and poster presentations.
- ξ Guided self-study
- ξ Small research projects including guidelines on how to write research proposals in order to imbibe research skills.
- ξ Teachers are encouraged to undertake research activities to enhance their skills. Teachers are given facilitated for their contribution and a verbal acknowledgement is given during staff meetings.

2.3.9 How does the College create a culture of instilling and nurturing creativity and scientific temper among the learners?

One of the endeavors of the college has been to inculcate research culture amongst students. To this end students are required to submit research projects as a part of their course work for certain subjects. Research work enhances the spirit of inquiry and critical skills within students. Since this exercise involves activity which moves beyond books, students have shown keen and sustained interest. The practices related to project work are evaluated at an informal level with students who provide crucial feedback. Each year guidelines relating to projects are reviewed and modified (as per the requirements of the set of students).

2.3.10 Does the College consider student projects a mandatory part of the learning program? If so, for how many programs is it made mandatory?

- a) Number of projects executed within the College**
 - b) Names of external institutions associated with the College for student project work**
 - c) Role of the faculty in facilitating such projects**
- a. Though the college does not have project work as a compulsory component, several avenues to involve student in research work have been located.