



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

**ST. ANDREW'S COLLEGE OF ARTS, SCIENCE AND
COMMERCE**

ST. ANDREWS COLLEGE, ST. DOMINIC ROAD, BANDRA WEST, MUMBAI,
MAHARASHTRA - 400050

400050

www.standrewscollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Andrew's College was established by the Catholic Archdiocese of Bombay (Mumbai), primarily, but not exclusively, to cater to the educational needs of the Catholic community. The college began its illustrious history with the unveiling of the plaque by the Nobel Laureate Mother Teresa on January 01, 1981. The degree college began on June 13, 1983, with the formal permission from the Government of Maharashtra and the University of Mumbai. The college was envisioned as an institution that would inculcate strong human values along with modern knowledge, so as to fulfil our motto "Enlighten the Darkness".

It is affiliated to the University of Mumbai and is a Catholic minority institution. The college runs grant-in-aid and self-financed courses. It is recognized by UGC under sections 2(f) and 12(B). The college focuses on empowering students to be good leaders who will spread the light of knowledge, harmony and equality in all spheres of life. The college has earned international distinction with the college being conferred with the UNESCO and Cardinal Paul Poupard Chair for Inter-Religious and Inter-Cultural Dialogue (CPPCII). This best practices and co-curricular activities the college has communicated and imbibed among students the ethos of the institution which **comprises of inclusivity, sustainability**, Constitutional values of promoting peace, harmony and tolerance between different religions and cultures **and scientific temper**. From 2004 we have organized 24 International and 16 National Conferences. The college has **three** ongoing e-journals with ISSN published annually. In 2019-20 we acquired an E-ISSN for our Andrean Research Journal. The UNESCO and CPPCII inaugurated its first Research Publication in the form of a **Peer reviewed Monograph**, 'The Sacred Times' Vol.1 with an ISBN. Department of Psychology published a compilation of student's research paper in form of a **Monograph** with an ISBN titled 'Cinemanian'. Our ongoing **Social Outreach programme** focuses on enhancing universal human values among learners. To cope with the pandemic various student support activities were conducted.

The college provides an add-on course and a range of certified courses which bridge the gap between the curriculum and the demands of industry, thereby enhancing employability

Vision

"A commitment to guide our students to achieve excellence through holistic education."

Mission

- To mould students to be morally upright, socially committed and spiritually inspired, by Christian principles, to be responsible citizens of India and the world.
- To enable students realize their full potential in academic, cultural and sporting pursuits.
- To foster a scientific temper and encourage students to adopt a rational approach to solve problems.
- To empower students to be good leaders who will spread the light of knowledge, harmony and equality in all spheres of life.
- To equip students with the required knowledge and skills to face the challenges of the real world

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The college is managed by an **effective leadership management** which enables a smooth functioning of the institution and employs **well-qualified and dedicated faculty** who encourage and guide our students to reach heights of excellence.
- The college has **state-of-the-art infrastructure**. Classrooms are spacious and clean, having LCD projectors and dedicated audio-visual facilities.
- The college is privileged to be conferred with the prestigious **UNESCO & Cardinal Paul Poupard Foundation Chair of Inter- Religious and Inter-Cultural Dialogue (CPPCII)**, which fosters dialogue, debate, understanding and respect for different heritages, religions and cultures.
- The college has a special **Value Education** programme that aim towards inculcating **universal human, ethical, Constitutional values** among students. Our concern for the underprivileged, the old and the vulnerable is manifested in our **Social Outreach Programme (SOP)**.
- The college has set up an **Entrepreneurship Cell** and **Incubation Cell** that provide a culture to incubate or innovate ideas and shape business start-ups, **Equal Opportunity Cell** that adopts and inculcates an **inclusive** approach in the institution and our students and **Placement cell** which invites different companies to help our students with placements and internships.
- Range of **Certified Courses** is provided, which bridge the gap between the curriculum and the demands of the industry thereby **enhancing employability**.
- Various **Green initiatives** are undertaken for promoting Sustainable mind-set which includes measures to turn operations **paperless** as far as possible and conducting campaigns for **recycling** of **bio-degradable** and **e-waste**. The college has a **compost pit**, where degradable waste generated is processed and used as manure for our plants. In association with the Institute for Community Organization Research (ICOR), the college has conducted a **green audit**.
- College hosts an **Annual Staff Seminar** that involves paper presentations by staff members which is then published in the **college journal**. The college has an ISSN and an **e-ISSN** for its journals. Department of Psychology conducts an Annual Research Challenge “Cinemanía” which is compiled into a monograph with an ISBN. **UNESCO & CPPCII** also inaugurated its first Research Publication in the form of a **Peer reviewed Monograph in March 2022**.

Institutional Weakness

- Industry collaborations are weak.
- Inability to track student progression at an optimum level
- Student hostel facility for outstations students is not available
- There is no staff lodging facility

Institutional Opportunity

- To create and build more Industry collaborations
- To encourage faculty to take up Major/Minor Research Projects
- Further strengthening of Alumni Association for its support to its alma mater
- To procure funds from government agencies

- The number of faculty members with a Ph.D. degree can be boosted up

Institutional Challenge

- As an affiliated college, there is **no academic flexibility**, on account of the prescribed curriculum by the University. As an Arts & Commerce integrating humanities with STEM remains an important institutional challenge.
- The **Covid-19 pandemic** induced online teaching, but the challenge is to reach out to every student and leave no one behind, as we prepare to usher in Blended Learning as mandated in the National Education Policy. Our physical infrastructure and technical skills need to be advanced to meet the needs of a rapidly changing scenario.
- To increase the **employability and entrepreneurship** prospects of students, keeping in mind the demands of the outside world. Setting up an incubation center remains a challenge due to infrastructural constraints.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The Principal conducts a **meeting** with all faculty members at the beginning and end of every semester to assess the progress made by the institution. There are regular departmental meetings also conducted
- Each faculty member submits a **syllabus plan** at the beginning of the year to the Principal. Time-tables are prepared in advance and made available before the commencement of each semester. Two students sign a copy of the syllabus, for each paper, at the end of the semester verifying that the portion is completed.
- The **arrangement of terms** is published in the college prospectus. At the end of the year a calendar mentioning the activities month wise and department wise is also printed.
- The institution offers a varied range of **certified and add-on courses** for help students gain specialized knowledge beyond the bounds of the syllabus.
- The Curriculum is enriched by Conferences, workshops, guest lectures and co-curricular activities organized by each department.
- A conscious effort is made by faculty members to engage in issues that encourage **inclusion, gender equality, sustainability and environment consciousness** while teaching the syllabus.
- **Value Education** sessions are arranged for all students. All Second Year students are involved in a 20 hour **Social Outreach Programme** to reach out to the neglected and the marginalized. On the basis of suggestions put forth by previous NAAC peer team and academic audits a plethora of Certified, skill –development and Diploma courses were introduced to **amplify employability, professional skill enhancement and self –development**. A PG Diploma in ‘Inter-Religious Dialogue and Water for Sustainable Development’ with St. Andrew’s College UNESCO / Cardinal Paul Poupard Foundation Chair for Inter-Religious and Inter-Cultural Dialogue and Nirmala Niketan College of Social Work was started in 2018-19.
- The college believes in assimilating and implementing suggestions highlighted in **periodic feedbacks** that are obtained from our stakeholders. **Action Taken Reports** are prepared and uploaded on the college website.

Teaching-learning and Evaluation

We are affiliated to the University of Mumbai and follow the stated policies. Students are apprised about various program details, committees and student support bodies through an Orientation session. Well established library, e-resources, internships and mentoring program encourage students to think critically and creatively. For effective implementation of the curriculum, the college deploys the following action plans:

- The college reserves seats in accordance to the **mandates of the Government** of Maharashtra and rulings of the **High Court of Bombay**.
- The total number of teachers on roll is 38 and records a **100% ICT adoption rate**. All Classrooms also are ICT enabled making use of projectors, audio facilities, desktop laptops, LED TV's, AV recording equipment and software.
- The recent pandemic has seen the introduction of an **in-house LMS digital platform** integrated with Zoom software. The facility encourages faculty to use the various tools of the LMS platform to effectively engage and develop interest towards learning amongst students during the pandemic. This platform was also used for conducting online examinations.
- There has been an increasing trend in full time faculty members obtaining their **Ph.D. degrees**. From 2017-18 as 35% of the Ph.D. teachers which has increased to **39.47%** in the year 2021-22.
- The system of evaluating and analyzing **Course Outcomes and Programme Outcomes** is also followed annually. Students also complete an exit poll at the end of the graduation degree, wherein they assess teaching learning facilities, infrastructure, and aspects essential to their learning.
- The **progress of the students** is maintained through internal examinations, presentations and semester end exams. **Remedial classes and tutorials** are conducted for the weaker students.
- **Result analysis** are conducted annually to assess the trend of pass percentage and published on the website.

Research, Innovations and Extension

- The college conducts workshops on **IPR and Research Methodologies**. It has established an **Entrepreneurship Cell and Incubation Centre** which guides and molds young entrepreneurial minds.
- Faculty members publish **research articles** in UGC care list journals. They also publish or co-author in a number of books.
- For the period of evaluation **5 National Conferences** were organized by the Departments of English and Economics and **11 International Conferences** by The UNESCO / Cardinal Paul Poupard Chair for Inter-religious and Inter- Cultural Dialogue, the English Department and the Economics Department. 21 students are enrolled for the Inter Religious PG Diploma course approved by the University of Mumbai.
- The college has been successfully publishing **three journals annually** (1 international, 1 national and 1 institutional). In 2019-20, we acquired an E-ISSN (EISSN 2582-5143) for the **Andrean Research Journal**, awarded by the National Institute of Science Communication and Information Resources (Council of Scientific Research). The institutional journal has received an ISSN. The students also participate in '**Avishkar**' an inter-collegiate Research Convention initiated by University of Mumbai, held annually.
- UNESCO and CPPCII publishes its annual journal called "Ethics and Society: An International Journal Religions and Cultures for Peace and Harmony".
- English department publishes its annual journal called "Ruminations: The Andrean Journal of Literature".

- UNESCO and CPPCII publishes its biennial magazine called "Ignite".
- UNESCO and CPPCII publishes its annual monograph called "The Sacred Times".
- The psychology department publishes its annual research monograph called "The Cinemania - The monograph".
- In the year 2017-18, Department of Lifelong Learning and Extension [DLLE] was initiated and has witnessed a substantial growth in student enrollment ever since. In 2021-22, a total of 278 students registered. The NSS Unit conducts a number of extension activities. The College Women's Development Cell (CWDC) conducts activities keeping in mind the **gender sensitivity**

Infrastructure and Learning Resources

- The college has **forty-one clean and spacious classrooms** equipped with white boards, audio-visual facilities in the form of fixed LCD projectors for convenient screening of power point presentations, short videos, films and documentaries to enliven and enrich the classroom experience. The institution has 3 well-equipped computer labs and the student-computer ratio is 16:1
- The institution houses **well-equipped conference rooms** which completely ICT enabled.
- For smooth functioning of academic, co-curricular and extra-curricular activities, **special spaces** are created such Examination room, IQAC room, Counselor's room, Sport director's room, Infirmary to name a few.
- The library was **fully automated** in 2015-16, SLIM 21 Library software is being used. The number of users using library through e-access received 77,330 hits (as on 25th August 2022).
- In order to cope with the demands laid down by the Covid-19 pandemic, the college has upgraded the **Internet bandwidth to 50mbps** from 1st July 2019. Currently the college has further upgraded its bandwidth to **100 mbps**.
- **RFID technology** is implemented for library books
- An **Electronic Display Board** at the lobby and several special designated spaces has been provided to the students and faculty for assisting and conducting the co-curricular and extra-curricular activities.
- Besides this, the Principal's office is equipped with a **LCD TV** that enables her to monitor events and activities on campus at a glance.

Student Support and Progression

- To help and support students in their pursuit to fulfil their academic goals, the institution provides **welfare schemes /scholarships / free ships for SC / ST / OBC and economically weaker students**. Some are purely government based while the community, alumni and management support other schemes.
- Equal Opportunity Cell has been set up to honour the **diversity** in the student community and sensitize the students towards **inclusivity** and diversity.
- The college plans and organizes **extra and co-curricular activities** all through the year to realize our vision and mission goals and provide students with a **holistic development**.
- Various certified, bridge, skill development, add-on and diploma courses are been conducted which focus on **capacity building and enhance employability** among students.
- The college has a **placement cell** that assists students to get job placements. A huge proportion of our students also pursue **higher education** post their graduation.
- In order to provide professional and psychological support, the college has a fully functional **Counselling Unit**.

- St. Andrew's College follows an **open door policy** where students are encouraged to approach the class teachers, Heads of Departments, Vice- Principals and Principal to resolve issues.
- Student Grievance Cell, Anti-ragging cell, Internal Complaints Committee (ICC), CWDC and ST/SC Cell also exist which **address complaints of student**.
- College has a **Student Council and a Student Service Team**, which includes **student representatives**, that caters to various academic and administrative student needs. Students play a vital role in various institute-level committees like the College Development Committee (CDC), Internal Quality Assurance Cell (IQAC), College Women's Development Cell (CWDC), SC/ST Cell and Anti-ragging cell.

Governance, Leadership and Management

- An overview of the hierarchical set up of the college is explained in the **Organogram**. The college Governing Body is a group of five trustees, consisting of the Chairperson, the Managing Trustee, the Rector and two other members. They have regular working committee meetings with the Principal. The Principal is also a special invitee at the Governing Body meetings. She plays a **proactive role** in the design and implementation of all academic and administrative policies.
- To further improve quality enhancement measures and **effective decentralization**, a **Planning and Evaluation Committee** and **Staff Council** has been instituted.
- To ensure that our staff remains abreast with latest developments in their individual specialized fields as well as in teaching techniques, the college organizes various **Faculty Development Training Programs**.
- The staff members are also encouraged to attend various orientation programmes, refresher courses and short term courses, and provided with **financial support** for the same.
- The college has St. Andrew's College **Employee's Co-operative Credit Society**, which is a **welfare measure** for its employees. It was established in 2010-11. A total of 38 teaching and non-teaching staff members are enrolled. 19 members have availed of loans, mainly from the non-teaching staff. The society provides a mid-term loan of maximum twenty-five lakhs with repayment period of 180 months. The maximum loan sanctioned to an individual was 14,00,000/-. Loans are sanctioned without any delay and interest is charged at 11%. It encourages savings among the staff. Interest on Fixed Deposits is 9 to 10%. Highest dividend ever paid was at 12%. Society members receive gifts every Diwali. The Society arranges training sessions cum some social recreational activity for its members.
- There is a **Peer-Welfare System**, whereby, the faculty members, as a goodwill gesture collect funds (if required) for the peer or the family of the peer.
- External auditors appointed by the college, namely Rao & Ashok, Chartered Accountants every year, conduct a **statutory audit**
- Annual Quality Assurance Reports - **AQAR** are submitted to NAAC and are uploaded on the college website. The IQAC has a constant **on-going process of evaluation** of requirements for better quality academic instruction and administration.

Institutional Values and Best Practices

- St. Andrew's College is committed to the cause of **gender equity** and has undertaken several structural changes as well as consciousness-raising events to ensure safety and ongoing sensitization on campus through its various committees and cells like College Women's Development Cell (CWDC), Internal Complaints Committee (ICC), and Equal Opportunity Cell.
- The institution has conducted a **Gender Audit**.

- The college is sensitive towards the needs of differently-abled individuals and inclined towards the cause of **inclusivity**. The college has **ramps, railings, gender-neutral disability-friendly** washroom, and a **specially assigned area in the library and designated vehicle parking** in the campus for people with special needs.
- The Equal Opportunity Cell has consciously organized and conducted workshops, events and activities to sensitize students to the needs of the differently abled.
- A **Disability Policy document** has been drafted and in practice.
- The College is dedicated to the cause of **sustainable development** and has undertaken several initiatives to ensure that it addresses the generation of waste on campus, guided by the principles of **Reduce, Reuse, and Recycle**. Segregation and composting of waste are successfully carried out.
- The UNESCO and CPPCII have focused on issues of **water conservation** and sustainable development. We have moved towards increased **digitalization** aiming to be more paperless. Since, academic year of 2017-2018, the college office **recycled its paper waste and e-waste**. The college has undertaken a **Green Audit and Energy Audit** in 2020-2021.
- Keeping **in sync with the values stated in the Indian Constitution**, the college celebrates and organizes various national and international commemorative days, events and festivals.
- The **Cardinal Paul Poupard Chair for Inter-Religious and Inter-Cultural Dialogue (CPPCII)** was established in September 2009. The **UNESCO Chair** was established on 8 September 2015 and is one among 15 such UNESCO Chairs in the country aiming to **promote tolerance and respect for every religion and culture**.
- By incorporating the concept of **service-learning and reaching out** to the under-privileged community, the College offers a compulsory **Social Outreach Program (SOP)** to all its second-year aided and self-finance college students. Despite the ongoing pandemic, the college managed to provide services through online modes.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. ANDREW'S COLLEGE OF ARTS, SCIENCE AND COMMERCE
Address	St. Andrews College, St. Dominic Road, Bandra West, Mumbai, Maharashtra - 400050
City	Mumbai
State	Maharashtra
Pin	400050
Website	www.standrewscollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Marie B. Fernandes	022-26428684	9892771657	-	principal@standrewscollege.ac.in
IQAC / CIQA coordinator	Shubda Malhotra	022-26401657	9619571392	-	s.malhotra@standrewscollege.ac.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	
Linguistic	
Any Other	

Establishment Details				
State		University name		Document
Maharashtra		University of Mumbai		View Document
Details of UGC recognition				
Under Section		Date	View Document	
2f of UGC		30-09-2003	View Document	
12B of UGC		30-09-2003	View Document	
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	St. Andrews College, St. Dominic Road, Bandra West, Mumbai, Maharashtra - 400050	Urban	6.12	8870

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Bcom	36	HSC	English	1080	960
UG	BMS,Bms	36	HSC	English	360	359
UG	BA,Bammc	36	HSC	English	180	167
UG	BCom,Bbi	36	HSC	English	180	149
UG	BCom,Baf	36	HSC	English	180	174
UG	BSc,Bscit	36	HSC	English	180	151
UG	BSc,Bschs	36	HSC	English	180	130
UG	BA,Ba	36	HSC	English	720	621
PG	MCom,Mcom	24	Bachelors Degree	English	120	77

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				10				13			
Recruited	0	0	0	0	0	10	0	10	3	10	0	13
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				15			
Recruited	0	0	0	0	0	0	0	0	4	11	0	15
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				50
Recruited	25	9	0	34
Yet to Recruit				16
Sanctioned by the Management/Society or Other Authorized Bodies				20
Recruited	11	8	0	19
Yet to Recruit				1

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	8	0	0	6	0	14
M.Phil.	0	0	0	0	1	0	0	1	0	2
PG	0	0	0	0	1	0	3	6	0	10
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	8	0	12
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	52	56	0	108

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1134	16	8	1	1159
	Female	1523	29	6	0	1558
	Others	0	0	0	0	0
PG	Male	26	1	0	0	27
	Female	49	1	0	0	50
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	80	93	84	128
	Female	112	101	152	142
	Others	0	0	0	0
Others	Male	371	327	294	336
	Female	409	458	426	399
	Others	0	0	0	0
Total		972	979	956	1005

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Our vision clearly articulates our 'commitment to achieve excellence through holistic education'. Students are apprised about various program details, committees and student support bodies through an orientation session. As an affiliated college, there is no academic flexibility, on account of the prescribed curriculum by the University. Therefore, integrating humanities with STEM remains an important institutional challenge. Affiliation to University of Mumbai limits the scope of multidisciplinary flexible curriculum and allowing entry and exit of students at various years of undergraduate program. The faculty members ensure that credit based projects, departmental conferences and co-curricular activities</p>
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	<p>are value-based and communicate the ethos of the institution which includes inclusivity, sustainability, religious tolerance and scientific temper. The UNESCO and Cardinal Paul Poupard Foundation Chair for Interreligious and Intercultural Dialogue (CPPCII) was established in September 2009 and the UNESCO Chair on 8 September 2015. It conducts various activities that adopt multidisciplinary approach and has successfully released several volumes from 2009 of Journal 'Ethics and Society; International Journal, Religion, Peace and Harmony' which have a multidisciplinary scope. This was later granted an ISSN (ISSN: 2250-3331). It conducts various activities that adopt multidisciplinary approach and positivity amongst learners. Most of the certified courses run by college are open to students from other disciplines, thereby capturing the spirit of the multidisciplinary education.</p>
2. Academic bank of credits (ABC):	<p>As the college is affiliated to the University of Mumbai and follows stated policies, it does not have liberty to access the Academic Bank of Credits by itself. The college is waiting for the university to lay down the procedure of initiating this process. As soon as it happens, college will register itself and begin the process.</p>
3. Skill development:	<p>The college conducts various certified/add-on/bridge courses which are aimed towards enhancing the skills & knowledge of learners, and eventually increasing their employability. The college has requested ISHA (Institute of Skill Development, Humanities & Academics) to undertake a career foundation programme, in which the orientation of each class is planned and is currently going on. The diverse programmes such National Service Scheme, Faith on Campus and Department of Lifelong Learning and Extension give the students varied opportunities to undertake responsibilities. Value Education, Life Skills and College Women Development Cell support value-based education. Through the in-house Social Outreach Programme, the students were already engaged in community service. All these programs inculcate positivity among students and enhance development of humanistic ,ethical and several other human values. To develop the Constitutional and other human values the college celebrates a list of days like Independence Day, Republic day, Kargil day, Slavery day, Mental Health day, Suicide</p>

	Prevention day just to name a few.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The college commemorates several days significant to Indian culture. Hindi Bhasha Day, Marathi bhasha diwas, Traditional day, which give students an opportunity to learn and enjoy the rich and diverse linguistic and regional culture of the nation. Till the college does not attain academic autonomy to institute integration of Indian knowledge and teaching language culture into the curriculum may become a challenge. Acquiring a bilingual teaching mode may be planned out if required by students. The college has already initiated a process to get feedback from students in all programs if Bilingual mode of teaching is required. Museum trips and heritage walks are conducted by History department to acquaint students to the rich Indian heritage.</p>
5. Focus on Outcome based education (OBE):	<p>The college has a practice of assessing the outcomes of various courses that are part of various Programmes. This feedback is then used to make alterations in teaching learning and curriculum based activities. The college also follows a system of obtaining feedback from its stakeholders and the changes obtained through the feedback process are incorporated. One of the significant outcome of obtaining feedback taken from students and other agencies, was the initiation of the certified courses. The college is affiliated to the University of Mumbai and follow stated policies so the amount of changes that are made get limited.</p>
6. Distance education/online education:	<p>As a process of preparedness for National Education Policy, the college is working on preparing for an Open Distance Learning (ODL) system. As the college is affiliated college we have to adhere to the directions of the University of Mumbai (UoM) and as and when the UoM directs its affiliated colleges to start running their own ODLs, the college will initiate the process for the same as per the guidelines of the University. As and when the college opts for autonomy, the institute can prepare online content such as e-books, lecture series, online live and offline doubt solving sessions for the Open Distance Learning students based on the designed curriculum. It is planned that though the college is affiliated, it can start with background preparation for distance learning like finding out the licensing issues of content development.</p>

NAAC

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2794	2844	2659	2619	2721

File Description	Document
Institutional data in the prescribed format	View Document

2 Teachers

2.1

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

Response: 38

File Description	Document
Institutional data in the prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
38	41	41	39	40

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
142.14	96.06	166.99	156.10	142.12

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The Institution's mechanism for curriculum planning and delivery are well thought of and documented. Planning for any forthcoming academic year follows a process. The Principal and faculty deliberate, meticulously plan and execute the curriculum decided each year. At the end of three years, every batch of students who completes their programme of study at St. Andrew's College realises that they have achieved much and are well groomed to face the challenges of the outside world. The affiliating University provides syllabi for the various programmes of study. Beyond the syllabi, the College plans the rest of the curriculum that a student has to follow during the 3 years of study in the college. Accordingly, the College curriculum is based on the needs of the time, requirements of the students and the challenges students will face in life.

At the beginning of every academic year, the Principal and Heads of Departments meet to evaluate the feedback received from the outgoing batch of students regarding the pros and cons of the curriculum that was followed and discuss what else needs to be done to make the students academically sound, employment ready, socially responsible and well-rounded persons by the time they finish their programme of study. Much thought is given on keeping students abreast in their chosen area of study through the add-on courses, co-curricular and extra-curricular activities. This meeting is then followed by another meeting chaired by the Principal with all the faculty members to discuss the plans and put in place the academic, co-curricular and extracurricular activities for the academic year. Thereafter all departments conduct meetings to discuss their proposed plan for the upcoming year.

Apart from the prescribed course work every student is given the opportunity to take add-on and value-added courses to strengthen their subject knowledge and also to hone their skills. All students are encouraged to participate in social outreach programmes, contribute generously to social upliftment, sports and games, programmes on environmental consciousness, health and hygiene, which forms part of the curriculum. The college offers students several platforms to showcase their talents while encouraging them to participate in cultural events in the spirit of unity in diversity. They are made aware of the need to actively participate in days of commemoration and imbibe the values of great leaders of the nation. The College lays emphasis on students' duty towards the Constitution, nation building and respect for the laws of the land thus making them conscientious and proud Indian citizens.

Academic year begins with faculty submitting the syllabus plan to the Principal. The academic calendar drawn up by the College includes:

1. Arrangement of terms as specified by the University of Mumbai
2. Internal assessment tests and Examination dates
3. Proposed activities of the subject associations, clubs and committees

The College being affiliated to the University of Mumbai scrupulously follows the academic calendar of the University with respect to working days, examination dates and holidays. All of the above is well documented and maintained by the college.

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

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

Response: 29

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

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 9.46

1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
430	265	392	140	63

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

1.3 Curriculum Enrichment

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

Response:

St. Andrew's College of Arts, Science and Commerce focuses on the holistic growth of their students. Moral responsibility along with social responsibility is embedded in the curriculum. Guest lectures, seminars, conferences and other programmes are held on professional ethics, gender, human values, environment and sustainability. Diverse programmes are conducted under the aegis of Faith On Campus (FOC), Department of Lifelong Learning and Extension (DLLE) as well as NSS to inculcate in students values and responsibilities towards self, others and respond positively to the growing concern for the environment.

Faith On Campus (FOC):

FOC was started in 2013-2014. It lays emphasis on the foundations of ethical and secular values. Students are exposed to the common core of all religions as interfaith dialogue.

National Service Scheme (NSS):

The NSS is an Indian Government-sponsored public service program. The involvement in NSS activities inculcates growth, maturity, leadership qualities, sympathy, empathy, organisational and creative aptitudes among the students. Camps are conducted to inculcate an empathetic outlook towards environment, social and gender issues. The seeds of critical and responsible citizenry are sown.

College Women Development Cell (CWDC):

The CWDC of St. Andrew's was constituted as per the directives of University of Mumbai. Its main objective is to sensitise students to the issues related to gender with specific reference to sexual harassment.

Department of Lifelong Learning and Extension (DLLE):

DLLE was started in the year 2017-18. DLLE focuses on developing a sense of citizenship as well as enhancing student employability potential through entrepreneurship and leadership skills. Emphasis is laid on the critical and multidimensional role played by women in society as awareness to gender sensitivity. DLLE has conducted many activities such as essay writing, poster making, elocution competitions, quiz competitions, field visits, guest talks, social awareness activities, participation in walkathons & marathons conducted by NGOs, workshops, and participation in cleaning up the beach. The themes of the competitions and activities are always economic, political and social.

Life Skills:

Life Skills are planned for the first-year students as a part of perspective planning. The aim is to empower students with skills which would help them gain a strong footing in the face of various life challenges.

Social Outreach Programme:

The Social Outreach Programme is planned for the second-year students so that they may understand the concerns of the vulnerable groups in society and reach out to them. Students have to volunteer for twenty hours of social service at social centres. Their roles are varied and include teaching and coordinating

programmes with special children and children with disabilities, working in orphanages, assisting in geriatric homes, hospitals, and NGO's working towards ameliorating environmental distress.

Value Education Programme:

The Value Education programme is planned for the third year students. The sessions vary from building self-image, stress management, moral teachings and ethical principles in a corporate environment. Speakers with vast experience in these lines of work are invited to share their expertise with the students.

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

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

Response: 77.92

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

Response: 2177

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

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)

Response: Yes

File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 91.43

2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1005	956	979	972	1025

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1080	1080	1080	1080	1080

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

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the last five years (Exclusive of supernumerary seats)

Response: 95.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
598	674	721	673	840

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

2021-22	2020-21	2019-20	2018-19	2017-18
658	687	694	719	907

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

2.2 Student Teacher Ratio

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

Response: 73.53

2.3 Teaching- Learning Process

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

Response:

The college is equipped with advanced ICT tools and resources for effective teaching – learning process. The college offers a **learning management system (LMS) EDFLY** for ongoing online lectures. This facility encourages faculty to use the various tools of the LMS platform to effectively engage and develop interest towards learning amongst students. **ICT tools** such as projectors, Smartboards, Desktop, laptops, LCD projectors, LED TV's, AV recording equipment, Google Classroom, YouTube Live are used for classroom learning and webinars. Audio-Visual room is equipped with **latest multimedia facilities**, to provide an immersive experience during seminars, workshops and trainings by Industry leaders/speakers of eminence.

Experiential Learning –

- Research related activities are undertaken using ICT. ICT tools is used to identify appropriate information sources through **searching various online portals, for primary and secondary data collection** by means of online surveys and references to available data respectively. **Management of information/data collected, and presenting it** in an interactive manner with help of ICT for various academic events like Avishkar, the Annual Research Competition conducted by the University of Mumbai and the Research seminar organised by the college.
- The placement cell of the college has integrated ICT in its function by using **Calyxpod, a software to conduct Campus Recruitments**.
- Sessions on Value education and Social Outreach Programme which train students to become morally and socially responsible citizens were conducted online via the **Zoom and Google Meet**.

Participative Learning –

- Student engagement is enhanced through use of different online assessment tools like **Kahoot, Quizizz** etc.
- Various Skill Development programmes and Certified Courses are offered to make students industry ready. Most of these courses are **ICT based**. These include Tally Prime with GST Practice & Procedures, Certified Excel Expert with Office Automation, Certified Program in Graphics Design & Illustration, Certificate Course in Digital Marketing, Tally Accounting Master (Including GST), Advance Web Designing & Development, Advance Web Designing & Development, MS Office and Advanced Excel, Certificate course on 'Advanced Excel', Certificate course on 'Basic R Programming', Certificate course on 'Data Science', Certificate course on 'Digital Marketing', Tally ERP 9, Advanced Excel, and Digital Marketing. **Online surveys, quizzes, breakout rooms and presentations** were used for the same.
- The other certified courses like Bridge course in Psychology, Language courses in French and Spanish and Corporate communication were also **conducted online**.
- Digital library MOODLE SERVER, N-List membership (in association with the American Library) helps students to enhance their learning.
- UNESCO and Cardinal Paul Poupard Foundation Chair for Inter-religious and Inter-cultural Dialogue enhances participative and experiential learning through programs, newsletters published, seminars on Peace and Harmony amongst a multi-culturally and religiously diverse society. A biennial magazine 'Ignite' is published online. A journal, 'Ethics and Society: An International Journal Religions and Cultures for Peace and Harmony' is continually published since 2009 and is available online.

Problem Solving Learning –

- The Women Development Cell is involved in educating students on women empowerment and safety through workshops, webinars, and documentary screenings.
- The Entrepreneurship Cell and Incubation cell actively involves students for participative and problem-solving learning through webinars.

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

2.4 Teacher Profile and Quality**2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years****Response:** 86.52

2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
46	46	46	46	46

File Description	Document
Upload supporting document	View Document

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

Response: 62.81

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
25	27	25	25	23

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

2.5 Evaluation Process and Reforms

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

Response:

The college follows the system of assessment as specified by the University of Mumbai (2016-17 modified CBCS scheme – Choice Based Credit scheme).

The **aided sections** of Arts and Commerce have **internal assessment** of 25 marks for Foundation Course through Semesters I to IV.

The **TYBA** Applied Component Compulsory Papers VI for Double majors and Papers VI and IX for Single majors in the subjects of English, Economics, Psychology and History and TYBCOM Computer Systems and Applications have a **project/ test** of 20/25 marks as applicable through Semesters V to VI.

The **self-financed undergraduate courses** (B.M.S., B.A.M.M.C., B.Sc (I.T.), B.Com.(A&F), B.Sc.(H.S.),

and B.Com.(B&I) have **internal assessment** of 25 marks; except for B.A.M.M.C.*, all the programmes conduct a test for 20 marks, and 05 marks for attendance and class participation. At the **post graduate level**; M.Com [Business Studies (Management)]. M.Com. Part I, students have **internal assessment** of 40 marks for 90 minutes in all four core courses in each of the two semesters. In M.Com. Part II, students have three elective courses which also follow this pattern. The **timetables** of the tests are displayed on notice boards and also informed by the concerned coordinators.

During the **pandemic** situation, (2020-21), the semester end examinations were **conducted online in MCQ format**. **Orientation sessions** were conducted to familiarize students with the new online examination system. **Assignment presentations** were done on the **zoom platform** and soft copies of the projects/assignments were submitted.

The **internal/external examination related grievances** are dealt with and scrupulously followed as specified by the University of Mumbai.

If a student is **not satisfied** with the marks awarded, he / she may apply for a **photocopy and / or revaluation** to the College within 7 days of the declaration of the result, by **filling the revaluation form** along with the prescribed fees. **Revaluation is available for the marks awarded for internal and theory assessment.**

The marks obtained after revaluation are accepted, only **if the increase or decrease in revaluation is by 10% or more than the maximum marks assigned to that paper**. Thereafter, the marks originally obtained are treated as null and void and the revaluated marks are considered.

However, **if the difference increases or decreases by more than 25% of the maximum marks assigned, a second revaluation of the said answer book(s) is done by a third examiner**. Thereafter, the marks assigned by the third examiner in the second revaluation are treated as the final marks.

As per University rules,

1. The revaluation process should be completed within a period of **forty-five working days** from the date of receipt of the revaluation application.
2. The **re-evaluated papers cannot be photocopied, further moderated or re-valuated**.
3. No re-evaluation facility was provided during 2020-21, however, a dedicated Google form was provided on the college website to solve any technical / internet related issues. The issues raised were addressed and students were given an opportunity for a re-examination.

*Formerly known as B.M.M., it is B.A.M.M.C. --- B.A. in Multimedia and Mass Communication with effect from 2019-2020.

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

2.6 Student Performance and Learning Outcomes

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

Response:

Mechanism for formulating and disseminating information related to curriculum

- The **Board of Studies** appointed by the University of Mumbai (of which some of our teachers are members) for each course is instrumental in **framing the syllabi** for the various Programmes **along with their POs and COs** through Syllabus Formulation and Syllabus Revision Workshops.
- It also formulates the **blueprint** of the method of assessment of students for Theory (paper pattern) and Internals (Examinations/Assignments/Project work/Laboratory/Presentations/Vivas). This is communicated to the teachers via the University of Mumbai Syllabus Circulars received by the college, whereas some are included in the University Syllabus itself.
- Heads of Departments and faculty members **briefs the students about the features of their Programme** of study and the various POs that are expected at the end of the Programme.
- Faculty members teaching the various courses introduce students to the **objectives** of the courses of study.
- The **POs and COs are stated on the university and college website** respectively for student reference.
- The **students are also apprised**, how the question paper will be reflective of the Course Outcomes by measuring content knowledge and how their internal evaluation tools will measure the applicability of the basic skills that they develop in the course of their programme.
- During the pandemic years, the faculty **shared Course Objectives, Outcomes, Structure, Syllabus and Content, Google Classroom content and YouTube Videos** on the in-house LMS digital platform.
- The **learning outcome** of the academic programmes is **integrated with the institutional goals and objectives**.
- All the course outcomes as determined by the University's **aim at imparting knowledge of the basic concepts and modern trends** that foster interest and create foundation for advanced studies.
- The **methods of measuring the level of attainment** of Program Outcomes and Course Outcomes are administered by **explicit and implicit methods**.
- Evaluation processes are in accordance with the University of Mumbai regulations.
- The number of students offered **placements** implicitly indicates the successful **employability outcomes of the POs**.
- **Quantitative methodology of assessments of CO's** are met through the University Examination (Internal and External) system.
- **Continuous assessment** through sessional evaluation, assignments and seminars provides an opportunity for the faculty, students and parents to critically evaluate the learning outcomes.
- The **curricular and co-curricular activities** make the students aware of the intended Program Outcomes which also corresponds to their subject knowledge.
- **Feedback** is obtained each semester to measure and evaluate Course Outcomes and **Exit Poll** at the end of the 3 years for each batch of students to measure Program Outcomes.
- The institution has a practice of assessing the student learning outcome through a questionnaire. Student learning outcome is also gauged from the following:
 - Student Progression

- Feedback from Parents and Students
- Tutorials and Mentoring
- Evaluation of the semester results

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

2.6.2 Pass percentage of Students during last five years

Response: 95.76

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

2021-22	2020-21	2019-20	2018-19	2017-18
902	932	794	720	762

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

2021-22	2020-21	2019-20	2018-19	2017-18
913	948	803	801	827

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll	View Document

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

Entrepreneurship Cell (EC) established in the year 2016, conducts activities which inspires students to bring out their entrepreneurial skills and **turn those skills into enterprises**. During the pandemic, all the events were held virtually.

Andrean Merchandise:

On December 11, 2019, the **Official Andrean Merchandise** of St. Andrew's College was inaugurated. The Merchandise is the Venture - Segment by The Andrean Entrepreneurship -Incubation cell, and it has received a much support and encouragement from the College Management and faculty members as well as current students and alumni.

The major goal of establishing the Merchandise was:

1. To develop in students a sense of **how to start their own business enterprise**.
2. To promote **'Brand Andrew's,'** as in to promote our College as a Brand in its own right, to generate an image and goodwill for the College

3. To instil in current students a **sense of belonging and affection for the college** by evoking the **nostalgia of our former students** and their passion for the campus through souvenirs.

The mementoes available at Official Merchandise section of the Incubation Cell are T-Shirts with Polo Neck and Round Neck, Caps, Badges, Diaries, Pens, Multipurpose Pen, Mugs, Flasks, Bag Tags, Vehicle Stickers, and Hoodies.

Some of the activities of the E-Cell during the academic year 2021-22 are:

A webinar on 'Instagram Marketing' by Prathmesh Kavishwar- August 12, 2021

'Crypto Trading Competition' by Crypto Trainer (A virtual trading platform by finstreet) in collaboration with PR cell – September 16 -22, 2021

A webinar on 'E-Commerce 101' by Prathmesh Kavishwar- September, 21, 2021

'Bizz Wizz 2.0' (An Entrepreneurial quiz competition)- December 18, 2021

A webinar on 'Business of the future, The Changing Landscape of the Digital World' – January 13, 2022.

A webinar on 'Women Development & Entrepreneurship' by Neeva Phatarphekar- February 3, 2022.

Panel Discussion on 'The Importance of Innovation in searching for perfect start up idea' – March 14, 2022

Some of the other activities carried out by the E-Cell during previous years include:

Webinars on Entrepreneurship - Idea to execution, Career in Fashion, Failure is the building block of Success, How to suit up before Venture Capitalists? LinkedIn profile building and Practical analysis of factory business.

Workshops on Decode Designing and DIY Websites and Blogs

Presentation Events, Competitions and CSR event.

Relaunch of The Andrean Merchandise – 28th February 2022

Due to the Covid-19 pandemic, the merchandise desk was closed for approximately 2 years. When the college re-opened, the sale of merchandise came back live. On February 28, 2022, the college started its merchandise with a bumper sale called as stock clearance sale. It is decided to launch new items in our merchandise soon.

Other activities done by the cell in the previous years included webinars, competitions and workshops.

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

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

Response: 6

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	3	0	1	0

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

3.3 Research Publications and Awards

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

Response: 0.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	3	2	5	12

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

3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0.66**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	5	7	7

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

3.4 Extension Activities**3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.****Response:**

The extension activities undertaken by the college relating to sensitizing students on social issues are listed **under two categories: University of Mumbai initiative and college initiative. The university initiative extension activities** undertaken by the college are done under the Department of Lifelong Learning and Extension (DLLE). The **college has initiated a compulsory extension activity** named Social Outreach Programme (SOP) for students of second year.

Department of Lifelong Learning and Extension (DLLE)

The DLLE students played a vital role in creating awareness about various anti-social activities which can affect the society in an adverse manner. In 2018-2019, the students participated in street play and poster making competitions at the University's UDAAN Festival. They received **first prize** in Poster making competition. The other activities conducted were Tree Plantation Drive, Seed Ball Making, Self-Defense for Girls and Food Distribution amongst Poor.

The NSS and DLLE students came together for various **Clean-up programs** such as Juhu Beach Clean-up and Dadar Beach Clean-up post Ganpati Visarjan. Students participated in rallies and human chains in order to raise voice against injustice, without violation of any rules and laws.

Under the Teach for India and ASEEMA Foundation, St. Andrew's College **teach economically backward children**, thus enhancing their academic skills.

Throughout the pandemic period, students of DLLE and N.S.S organized many activities **online** such as poster competitions to create awareness on relevance of Plasma and Blood Donation. Stress Management talks were organized to help the individuals to cope up during lockdown. Students provided online teaching support to Bombay Municipality Corporation school students wherein safety was the main motto.

Social Outreach Programme (SOP)

The 'Social Outreach Programme' of St. Andrew's College sensitizes students to the **needs of underprivileged** and marginalized communities and by reaching out to them. A MOU has been signed between the college and a social worker Ms. Deepika Singh to plan and co-ordinate the activities of the SOP for the second-year students.

Students are divided into various groups and are given the centres of their choice based on their preference of location. Every student must complete 20 hours of community work in these allotted centres. This programme inculcates **values of concern** in the students for the underprivileged and the marginalized. The work undertaken at the various centers include teaching the under-privileged, kitchen work, laundry, handicraft, educating teenagers on information and communication technology, organizing workshops, events and recreational activities, cooking for the poor and laughter sessions for patients to alleviate depression and loneliness.

During the pandemic telephonic interactions and online meetings took place. Students were involved in activities like family management, simple fitness, tips to boost immunity, teaching, helping and assisting the aged and farmer groups. Other activities included themes such as Each One Teach One, Reaching out to Aged, Biodiversity, Fitness, Pandemic and its impact. In their testimonials students shared valuable outcomes they experience after completing this activity like; they have realised the need to be **compassionate towards the underprivileged, concern for environment**, development of resilience and adopting a positive approach.

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

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

Response:

St. Andrew's College has a very vibrant NSS unit, throughout the year it is buzzing with activities which centre around community service, welfare of the under privileged/ marginalized and sustainable development. The altruistic flavour of the theme of NSS – "Not me but you" is role played by our zealous and energetic NSS volunteers. The NSS unit carries out varied activities like hygiene and mental health awareness, awareness towards constitutional values, developing life skills, and blood donation camps, just to name a few. These activities are carried out at University / college level and in campus / out at the grass

root levels depending on the requirement of the activity.

Some of the activities are recognised by government agencies like the remarkable contribution of NSS volunteers in the Blood Donation Camps organized on railway station during Covid-19 pandemic was acknowledged and a **memento of appreciation** was awarded to the NSS Unit of our College by **Dr. Suhas Pednekar, the Honourable Vice Chancellor, University of Mumbai** on 13 April 2022 at the Fort Campus at a felicitation ceremony.

Every year the Department of LifeLong Learning and Extension (DLLE), University of Mumbai organizes an Annual Extension Work Festival titled UDAAN: the flight of Extension. Students of Extension Work from various colleges come together and give Performances and Best Displays are also awarded prizes based on the recommendations of the panel of Expert Judges. In the academic year 2018-19, St. Andrew's College won **1st Prize for Poster making competition in Udaan Festival**.

On 29th January, 2019 Poster Making Competition was organized for all the DLLE registered students at college level. The best poster (winner) was sent for the Udaan Festival held on 1st February, 2019.

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

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 344

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

2021-22	2020-21	2019-20	2018-19	2017-18
71	93	66	59	55

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

3.5 Collaboration

3.5.1 Number of MoUs, collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research and other academic activities during the last five years:

Response: 66

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

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

The College, true to its vision, is committed to providing the best infrastructure to its staff and students.

Classrooms: 41 clean and spacious classrooms equipped with audio-visual facilities that consists of computers with complete accessories, wall-mounted speakers, fixed LCD projectors and white boards.

Computer Labs: **Computer Labs 1 and 2**, on the third floor of the main building with 60 computers each and **Computer Lab 3**, in the hospitality building with 30 computers. All computers are mandated only for student use.

Internet / Wi-fi facility: All computers and Laptops on campus are given the internet-facility through LAN or wi-fi connection.

Special facilities for Hospitality Course:

- **Front Office desk.**
- **Quantity Kitchen** with 6 high flame gas ranges and 5 steel platforms and advanced equipment for practical sessions.
- **Basic Training Kitchen and Bakery** has 13 platforms along with 13 gas ranges and required bakery equipment for practical sessions on basic food production and bakery.
- **Advance Training kitchen** with 14 tables and 14 gas ranges along with required equipment for practical sessions on culinary skills including food presentation.
- **Training Restaurant** for training students in the food & beverages services and ethics of service industry.
- A **Guest Room** equipped with all amenities for hands-on training in room-service.
- The HS building is also equipped with a well-stocked **Store Room** for supplies required for the course.

Library: Fully automated, well planned and **ever updating** library has a Media center and a mezzanine floor.

Outdoor Sports:

A tar-topped ground inside the main building for basket-ball and throw-ball practice. The adjoining ground is available for hockey, football and volleyball.

Football:- Ground (mud ground) 90 X 50 mts

Football:- Astroturf grounds 30 X 40 mts.

Volleyball:- Ground 20 X 10 mts.

Hockey :- Astroturf ground 80 X 60 mts.

Basketball:- Basketball tar court 28 X 15 mts

Indoor Games:- Table Tennis Tables-2, Chess-6 Tables, Carom Boards-5, Yoga cotton mats-16

Gymnasium:- Equipped with the highest model fully automatic equipment like treadmill, cycle, leg curl machine, and cross-bar.

Seminar Halls : – Two seminar halls, with latest ICT facilities

St. Andrew's Auditorium is a state-of-the-art auditorium with a seating capacity of above 800, and is made available for various college events.

Special Rooms provided are:

- IQAC
- Research Centre for English
- Staff room
- UNESCO and Cardinal Paul Poupard Foundation Chair for Interreligious and Intercultural Dialogue
- Counselling
- Sports Director's
- NSS
- Infirmary
- Boys Common
- Girls Common

Administrative Offices :

- Rector
- Principal
- Vice-Principals
- Examination
- College office
- Administrator

Other Facilities:

- **Drinking Water Facility** - is provided in the form of water filters and coolers on all floors of the college building.
- **Washroom Facilities**- are available on each floor for staff and students. The staff washroom on first floor has a geyser and a shower facility. There is a special designated **washroom exclusively for Divyanjan** as well.
- **Canteen**- the spacious college canteen offers a range of food items at reasonable rates.
- **Ramps and lifts** are available for the Divyangjan and medical conditions students and staff.

File Description	Document
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Provide Link for Additional information	View Document

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 4.65

4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
2.34	0.88	12.42	15.07	2.01

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

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

The St. Andrew's College **library** is situated on the **ground floor** of the college building and encompasses a total area of 2210 Sq. mts. Ground floor of the library covers new arrivals display, baggage counter, circulation counter, spacious reading room with the **seating capacity of 138 students**, **periodical section** with lounging, **IT zone** for students with **nineteen computers** along with the high bandwidth internet connection, newspaper stand, display table, reference area and book cupboards. The mezzanine floor comprised processing section of the library, **reading area for teaching staff with individual carrels**, **Multimedia room**, **language laboratory**, bound volume section, book cupboards and departmental library.

The library, is **fully automated** with **SLIM21 Library Management Software**. In 2015, SLIM21 an Integrated Library Management System (ILMS) with smart card integration was installed. In 2016, SLIM21 digital library module was added to the ILMS. The Library has the **current upgraded version 3.8**, of SLIM21. The **RFID system** was implemented in 2018.

The Library currently has a collection of **46,593 books**, with the number increasing each year. Over the past 38 years it has emerged as a library rich in resources which are required for the teaching-learning process and for overall development of students and staff of the college. The Library collection consists of **print as well as electronic resources** which includes reference books, rare books, text and other general reading books. **Research based** national and international subject journals and popular magazines form part of the library collection. The multimedia room of the library consist of good collection of audio-visual material with **DVD player and television set**. There is also a substantial collection of e-books, journals and magazines.

Over the last 5 years expenditure on subscription to journals has been increased. The consistent subscription and regular usage of e-resources like **N-LIST** keeps learners continuously motivated. Additional resources are provided through online portals such as **INFLIBNET and NDL**.

During the year 2021-22, the University of Mumbai granted permission to colleges to start offline lectures from October 20, 2021. So, the physical library foot fall warmed up to 40 per day. The method of computing the footfall per day usage of library is through log registers maintained and through circulation data. Data about other resources like N-LIST, is obtained from login data. During the pandemic in year 2020-21 there were 538 hits and year 2021-22 witnessed 204 hits.

Heads of departments and members of faculty **can make requests for specific resources** for their respective departments and subjects. A **Library Committee** has been set up which oversees the maintenance and enhancement of library resources.

The **average expenditure** on the Library is **Rs.8.49 Lakhs** per year (ref. table 1).

Table 1. Expenditure of Library					
Academic Year	ILMS AMC + RFID	Books	Media Material Magazine & Newspaper	Subscription + Journal	
2017-2018	55488	989794.85	52077	44830	
2018-2019	45135	823884	36958	53608	
2019-2020	45135	723207.14	44758	55744	
2020-2021	45135	574759	21689	58407	
2021-2022	45135	415085.88	21782	64845	

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

4.3 IT Infrastructure

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

Response:

The college is always giving highest priority to keep up with the latest trends in information technology that are coming into the academic arena. Hence it always strived to maintain state of the art computer laboratories and other ICT facilities in the campus. Apart from the **3 computer labs**, consisting **150 computers** in all, exclusively for curriculum practical sessions, college also has computers, printers and scanners available in the staffrooms for the faculty members. The library has **19 computers**, solely for the students to browse/read/work beyond their curriculum sessions.

The **Wi-Fi facility** is available in all academic and administration corners like classrooms, staffrooms, library, office, IQAC room and also with computers that are being used for other facilities. From 1st July 2019 the college has upgraded the **internet bandwidth to 50mbps from 16mbps** which was the earlier one. Furthermore, the bandwidth speed was upgraded to 100 mbps in 2022.

The number of computers in the staffrooms on first and third floors in the main building are **increased to 6** in each staff room from the academic year 2018-19. The ground floor class rooms are equipped with **Tiny Desktop computers** and has direct connection with internet, projector and audio facility.

The staffrooms in the hospitality building has **a computer for each staff member** along with a common printer and scanner exclusively for the respective department work.

The college constantly **upgrades the software facilities** by purchasing licensed software as and when required, which paves way for a fruitful working experience for the staff and an enriched learning experience for the students.

The college has provided **16 desktops** exclusively **for university assessment work** and **additionally 6 laptops** to accommodate in busy hours. In the **self-financed courses each department is given one laptop** for the smooth functioning of the academic work.

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

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

Response: 16.06

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

Response: 174

File Description	Document
Upload supporting document	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 40.58

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

2021-22	2020-21	2019-20	2018-19	2017-18
56.82	24.78	80.59	58.03	65.24

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

Response: 6.06

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

2021-22	2020-21	2019-20	2018-19	2017-18
159	151	131	180	206

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

5.1.2 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

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

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

Response: 14.53

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

2021-22	2020-21	2019-20	2018-19	2017-18
609	462	263	266	382

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

5.1.4 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

5.2 Student Progression

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

Response: 32.89

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

2021-22	2020-21	2019-20	2018-19	2017-18
473	211	264	167	288

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

2021-22	2020-21	2019-20	2018-19	2017-18
887	948	803	801	827

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

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 61.11

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
4	1	4	2	0

5.2.2.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	6	6	0

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

5.3 Student Participation and Activities

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

Response: 35

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at

national/international level (award for a team event should be counted as one) year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	24	6	3

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

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

Response: 27.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	21	35	40	30

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

5.4 Alumni Engagement

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

Response:

The college Alumni Association is called St. Andrew's College Alumni (SACA), which obtained registered status on 18 January, 2022. It is registered with Government of Maharashtra, Mumbai. It contributes significantly to the development of the institution through financial and non-financial means. During the current assessment period from 2017-18 to 2021-22, Rupees 11,50,000/- was given towards scholarship fund for current students by an alumni donor. Alumni members have also sponsored teaching aids like microphones for faculty members. The Alumni actively contributes to the institutional academia

and student development by giving guest lectures and conducting training programs for students. Hence, alumni are perceived as role models and inspire the current students. Our Alumni are also a link to students for obtaining employment opportunities in selected fields. They continuously contribute in developing the employability of students by delivering guest lectures, and as being advisors in committees, industry experts and co-operative partners in projects. Our Alumni have created a special reputation of the college nationally and internationally.

The Alumni Association has contributed in developing a stronger network for professional development of our students. Voluntary alumni have been the ambassadors of the college who are actively involved in on-campus and off-campus recruitment of our students.

In early January, the SACA management committee members decided to organise Alumni Reunion on Saturday, February 11, 2017. The SACA management committee were introduced to the gathering who were in attendance. Many alumni participated in the meet as they were eager to come back to their college and meet their professors and classmates. They expressed their gratitude to the management and the Principal for extending their support to the faculty members and student volunteers for facilitating the event.

On January 6, 2018, a new core committee was formed headed by Derek Pereira, the President of SACA along with other members. On 24, February 2018 an alumni reunion 'High Tea party' was organized by the new SACA team. During the assessment period, the core committee worked hard to register the alumni association. The Alumni Association got registered on 18 January, 2022.

On 4th June 2022, The Alumni Association held its reunion party after two years owing to the pandemic lockdown. The get-together served as the perfect occasion to celebrate the registration of the association and invite new graduates to register for the same.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

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

Vision: “A commitment to guide students to achieve excellence through holistic education”.

Mission: “To enable students realise their full potential, while moulding them into morally upright, socially committed, spiritually inspired and responsible citizens. To foster scientific temper, rationality and leadership.”

The institution encapsulates our vision and mission statements in its Perspective Plan. The plan also incorporates the recommendations received from previous NAAC committees, and discussions at the IQAC and staff meetings. The Perspective Plan is aimed at channelizing the institution's efforts into six core areas – (i) Teaching/Learning (ii) Research (iii) Technology (iv) Welfare (v) Environment and (vi) Community Outreach; all of which reflect the vision and mission of the institution.

System of Good Governance

The IQAC (Internal Quality Assurance Cell) and the **CDC** (College Development Committee) ensure that all decisions are the product of collective thinking and collaboration since both bodies consist of representatives from the teaching and non-teaching staff, current students, alumni, the Principal, the Management and experts from the industry. The IQAC and CDC discuss how best to achieve continuous quality improvement. The cross-section of opinions by the IQAC and the CDC enables a 360-degree perspective on ideas generated, recommendations made, and concerns raised at the meetings.

To further the goal of participative management, the college instituted the **Staff Council** in 2020-21 with the Principal as the Convenor/Chairperson of the Council. Its members include the Vice-Principals of the Degree and Self-Financed courses, the Registrar, the Librarian, and 13 faculty members of the college. The Council collectively directs its attention to seminal issues such as departmental activities, implementation of university-framed academic courses, and introduction of new courses. The Staff Council has been instrumental in decisions such as making the transition to conducting online lectures and examinations in the year of the pandemic, bolstering the mentoring program, introducing a 10-hour skill development course to be conducted by each department, and alumni progression. Decisions are implemented only after acquiring feedback from all members of the Council.

Collaborative decision-making was further facilitated with the introduction of the **Planning and Evaluation Committee** in 2020-21 comprising the Principal as ex-officio member and five other faculty members. The Committee endeavours to ensure that the activities proposed for each academic year are aligned with the ethos of the college.

For optimum governance, duties and responsibilities are allotted to the teaching and non-teaching faculty through committees such as the IQAC, CDC, Grievance Redressal Cell, Purchase Committee, Attendance Committee, Admission Committee, Unfair Means Committee and Discipline Committee to name only a few. All the committees, associations, and cells of the institution include members of the teaching and non-teaching staff and also students wherever possible. They function by having regular meetings and arrive at decisions through collaboration and consensus. They operate independently, for the most part, but report to the Principal to ensure that their recommendations and decisions are in accordance with the rules, regulations and ethos of the institution.

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

6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

The college is headed by the **Cardinal, the Chairperson** of the institution and the Board of Trustees. They oversee the overall administration of the institution with regard to matters such as infrastructure, appointments, and salaries in accordance with the rules mandated by the University of Mumbai. These include rules of appointments, promotions, leave and such other matters that pertain to the staff, as also rules pertaining to students, such as those concerning admissions, attendance, examinations, discipline, to name a few. All of these are executed by the administrative staff, the faculty, and the students through the myriad committees instituted to ensure staff and student satisfaction.

The College Development Committee (CDC- Local Management Committee) caters to the overall administration of the institution. The Vice-Principals of the degree and self-financed courses assist the Principal in implementing policies and guidelines for staff and students. The staff, in turn, work closely with the Principal and the Vice-Principals to plan and execute policies and co-curricular activities to optimize the value the institution offers its various stakeholders.

Deployment of strategic /perspective plan:

The Perspective Plan was formed in 2016-17, based on the vision and mission of the institution, the feedback from the previous NAAC accreditation report and discussions conducted in CDC and IQAC meetings. The plan was formulated and put into action for a period of five years, until the next accreditation cycle. Six key areas were selected to work upon.

Environment:

The institution has been successful in managing the solid waste generated on campus. Paper and e-waste recycling initiatives have been regularly conducted.

Research:

In keeping with the decision to augment research, faculty development programmes and research-based workshops were organized by the **Staff Advancement Committee** and the **Research Committee**. Institutional membership to research portals such as INFLIBNET and NLIST was provided to students to facilitate their research requirements. The Entrepreneurship Cell was established to inculcate an entrepreneurial spirit.

ICT: (Teaching/Learning and Technology)

In 2019-20, the **internet bandwidth** was upgraded from 16 mbps to 50 mbps for effective functioning of online lectures. Furthermore to 100mbps in 2022. The institution installed **41 desktop computers, 12 laptops and 31 new licenses** of Windows OS and MS Office to enable ICT use in regular teaching practices.

The transition to **e-governance** was achieved through our collaboration with OnFees (our digitization partner) from 9 January, 2019 onwards. E-governance has been an integral part of our functioning in areas such as examination, administration, finance and accounts, admission and student support, biometric attendance, and teacher feedback. During the pandemic, online teaching was also successfully implemented with the help of the LMS platform provided by Edfly.

Welfare:

The institution strives to cater to the diverse needs of its student population. Amongst such initiatives are the Accessibility Cell or the **Equal Opportunity Cell** introduced to ensure inclusivity on campus, and a variety of certificate courses to engender skill development.

Community Outreach:

Finally, student-involvement in community service is encouraged through associations such as the **NSS, SOP, DLLE** to help our students develop empathy and social consciousness.

File Description	Document
Upload Additional information	View Document
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6.2.2 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support

4.Examination**Response:** A. All of the above

File Description	Document
Upload supporting document	View Document

6.3 Faculty Empowerment Strategies**6.3.1 The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff****Response:**

St. Andrew's College adopts various welfare measures for the teaching and administrative staff.

The **St. Andrew's College Employee's Co-operative Credit Society** offers financial benefits to the teaching and non-teaching staff who are its members. The Society has 36 teaching and non-teaching staff members who have the opportunity to acquire a good return on their investments and avail of loans at low interest rates through it. 19 members have availed of loans, mainly from the non-teaching staff. The society provides a mid-term loan of maximum twenty-five lakhs with repayment period of 180 months. The maximum loan sanctioned to an individual was 14,00,000/-. Loans are sanctioned without any delay and interest is charged at 11%. It encourages savings among the staff. Interest on Fixed Deposits is 9 to 10%. Highest dividend ever paid was at 12%.

There is a **Peer-Welfare System**, whereby, the faculty members, as a goodwill gesture collect funds (if required) for the peer or the family of the peer.

The **expenses of the cell phone bills** of some members of the administrative staff are borne by the college.

The expenses for the **M.Sc. IT course** for the administrative staff were reimbursed by the college. The administrative staff was encouraged to do their M.Sc. IT course to enable them to bridge the knowledge divide and enhance their digital skills for career advancement. The participants benefited by learning about the basics of organizing and formatting worksheets, data analysis, creating pivot tables, using advanced functions, and data validation.

The college has an infirmary/ **health centre** which has two beds and first aid medical supply available for staff and students.

The college provides **financial support** to staff who participate in academic and administrative activities.

Performance Based Appraisal System

All faculty are required to complete the **Performance Based Appraisal System (PBAS)** forms in the university-prescribed format. The forms provide a record of the faculty's academic contribution with regard to lectures conducted, research projects undertaken, papers presented at local, national and international conferences, seminars and webinars, and papers published in national and international

journals. The contribution of the faculty to the institution in terms of conducting co-curricular and extra-curricular activities is also duly recorded. Faculty members' contribution to the University of Mumbai in their roles as paper setters, examiners, moderators, syllabus committee and Board of Studies members is also recorded in the PBAS forms. The PBAS is used for promotions under the CAS (Career Advancement Scheme). The forms duly filled are then submitted to the Principal who provides feedback to each faculty member.

PBAS has also been implemented for the non-teaching staff since 2016-17. It assesses the performance, ability, and character of the staff on the basis of parameters such as punctuality, efficiency, technical knowledge, dependability, and skills. The achievements of the staff and the self-appraisal they provide is then assessed by the Principal who comments on the validity of the submitted report. The PBAS is used for promotions and other administrative matters of the staff concerned.

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

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

Response: 50.75

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	3	16	34	38

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

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

Response: 46.61

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

years

2021-22	2020-21	2019-20	2018-19	2017-18
58	35	66	33	35

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

2021-22	2020-21	2019-20	2018-19	2017-18
58	58	58	58	56

File Description	Document
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Institutional data in the prescribed format	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

The institution has the following mechanism for allocating its financial resources: members of the staff present their requirements to the Principal, whether for conducting co-curricular activities or for any other infrastructural needs to improve facilities in the institution. These requirements are first discussed at the IQAC and CDC meetings and then placed before the **Purchase Committee** for consideration. Quotations are invited from different vendors and then discussed at the Purchase Committee meeting. The Purchase Committee considers the anticipated expenses, and after due deliberation over the invited quotations, either ratifies the proposed requirements and suggestions at the meeting itself through a process of consensus, or presents them to the management for approval, especially where larger expenses are concerned. The management takes note of the requests, and sanctions the purchases wherever and to the extent that the requisite funds are available. Over the years, the institution has steadily enhanced the institution's infrastructure, and invested in upgrading technology in terms of both hardware and software to provide better teaching-learning experiences for both teachers and students.

The **primary source of funds** for the institution has been as funding towards scholarships and free-ships from alumni and philanthropists. In the last five years, donors have made contributions that have ranged from one lakh to 5 lakhs. These funds constitute an important avenue for the institution to motivate diligent students and support those in need of financial assistance.

The institution provides financial assistance to the staff for attending faculty enrichment programmes, workshops, seminars, orientation and refresher courses within the city. For non-local events, staff members are reimbursed the registration fees and AC second-class train fare once a year. The institution also provides financial support for conducting academic and co-curricular activities on campus.

The college conducts regular **financial audits** to ensure transparency in financial management. The external audit is conducted annually by an approved auditor appointed by the Management. The auditors submit audited statements of income and expenditure to the Management for consideration. The external audits for our college are conducted by Rao and Ashok Chartered Accounts.

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

6.5 Internal Quality Assurance System

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

Response:

The **IQAC** operates in accordance with the Perspective Plan that sets the benchmark for the institution. The IQAC collaborates with the **Staff Council and the Planning and Evaluation Committee** to fulfil the goal of continuous improvement for the institution. While the Staff Council complements the IQAC as the institution's 'think-tank' by formulating a plan of action for each academic year, the Planning and Evaluation Committee ensures that the activities conducted each year fulfil the needs of the institution as a whole.

The efforts of the IQAC are evident in the successful attempts to build a strong **research culture** amongst both staff and students. One such example was the introduction of the **Research Committee** to supplement the efforts of the existing **Staff Advancement Committee**. The two committees organize seminars/webinars, workshops and Faculty Development Programs to enable both staff and students to improve the quantity and quality of their research. Under the aegis of the college, the Research Committee also publishes the in-house research journal, the **Andrean Research Journal** which acquired an E-ISSN (E-ISSN 2582-5143) from the National Institute of Science Communication and Information Resources, Council of Scientific Research, in 2019-20. Yet another example of a quality improvement measure by the IQAC was the introduction of a **10-hour skill development course** by each department. The courses, conducted by in-house faculty and by external experts, added value to the existing courses and helped prepare our students for success at the workplace.

The institution administers regular **Teacher Assessment Questionnaires** in order to obtain feedback from students about the quality of the pedagogical practices adopted by the faculty. The feedback gained is

provided to faculty members so that they can make the necessary adjustments in their teaching. The institution also conducts annual **peer-reviews** for the faculty. Heads of departments or senior teachers observe the lectures conducted by their peers and submit the feedback to the Principal. The observations are shared with the faculty so that they can improve the quality of their teaching.

The **result analysis of students' performance** across various programmes are reviewed every year and uploaded on the college website.

The IQAC instituted a practice of **review** of the **course outcomes** by each department. Students' evaluation of the course outcomes enabled the institution gain vital information about the overall efficacy of the course content across all departments.

Lastly, structures and methodologies of operations are reviewed by conducting **financial audits, academic audits, gender audit and green audits**. The audits conducted provided an objective point of view of the institution's strengths and weaknesses in areas such as academics, governance, and environment. While the financial audits enable transparency in financial management, the academic audits provided insights into the quality of the institution's academic culture and output. Lastly, the green audit helped the institution review its energy consumption, waste management, and other methods of conserving environmental resources and practicing sustainable development. The in-house Gender audit takes a review of gender equity within the institution.

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

6.5.2 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)/ membership of international networks
3. Participation in NIRF
4. any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc

Response: A. All of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

Gender Equity

St Andrew's College is committed to gender equity with several consciousness-raising events to ensure safety and sensitization on campus. Per the directives of the University of Mumbai, the college maintains a Women's Development Cell (CWDC) that undertakes events annually to address issues of workplace discrimination and/ or sexual harassment. In accordance with it, the college organizes various activities.

2017-18

- Sociology Department -Workshop with Ms Jasmine Pereira on **'Women and Entrepreneurship'**.
- Talk and presentation on **"Sexual Violence and Legal Awareness"** with Ms Shalini and Mr Yohan.

2018-19

- Mr Joseph Rodrigues conducted a **Self- Defense workshop** for the girl students.

2019-20

- The college signed an **MOU with The Red Dot Foundation** to ensure regular training of staff and students on the **POSH and POSCO Acts** going forward. Training sessions were conducted as part of initiatives on 'Safe Campus'.
- The English department ran a **30-hour certificate course on 'Gender Studies'** by collaborating with several NGOs and institutions.
- A talk on **LGBTQIA+ rights** by Aanchal Narang.

2020-21

- A two day National Webinar of **'Crossroad Identities- Demystifying Identity Praxis'** by the Department of Sociology in collaboration with CWDC.
- UNESCO and Cardinal Paul Poupard Foundation Chair for Interreligious and Intercultural Dialogue conducted a session based on the **'Violence against: Women Legal Rights and Remedies'** by Ms Kajal Solanki.

2021-22

- Webinar-**'Crimes against Women and Need for Self-Defence'** by DLLE.
- **'Awareness Drive on Nirbhaya Squad, Anti-Terrorist cell- Narcotics and Cyber Cell, Self**

Defence', by CWDC with NSS, DLLE.

- CWDC Webinar- '**Awareness on Women's Rights**' by Adv Hetal Meisheri.

Security measures taken by the institution for staff and students (male and female): **gender-segregated common rooms and toilets, gender-neutral toilet for students with physical disabilities** on the ground floor, **sanitary pad vending machine installed in every women's toilet**. There is a **women security personnel** stationed at the main entrance for overall safety of women.

A **Gender Audit** was conducted by CWDC.

Celebration of days of National/International commemoration

St. Andrew's College celebrates many national festivals like **Independence Day** and **Republic Day** that commence with flag hoisting and various cultural programmes depicting the traditions and cultures of Independent India.

The Student Council organises events for **Teacher's Day** and **Christmas Day**.

Various book displays are organised in the library reading room throughout the year to observe the importance of national days. Like, books on gender were displayed for **International women's day**.

Some national and international days celebrated in college for **ICAI Foundation** and **GST, Vachana Prerana Diwas (National Reading), Charity, Kargil Vijay Diwas, Wetlands, Youth, Slavery Abolition, Earth Awareness, Heritage, Mental Health, Girl Child, Yoga (for staff and students), Left Handers, Suicide Prevention, PCOS Awareness, Investors, Peace & Non-Violence, Gandhi Jayanti, Wildlife, Water, Minority Rights Days**.

Other activities related to Gender Equity and Celebration of days of National/International commemoration have been recorded in the folders entitled Gender Equity and Celebration of days of National/International commemoration respectively.

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

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Upload supporting document	View Document

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

- 1.Green audit / Environment audit**
- 2.Energy audit**
- 3.Clean and green campus initiatives**
- 4.Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

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

Response:

Inclusive Environment

College programmes ensure that diversity and harmony are the focus of educational principles. Like, **UNESCO and Cardinal Paul Poupard Foundation Chair for Interreligious and Intercultural Dialogue (CPPCII)** annually organises events fostering **dialogue and debate**, and promote student **understanding of different cultures, religions and languages**.

- The **Social Outreach Programme** helps students understand the needs of marginalised populations; the **Faith on Campus** cell informs the principles of kindness; and the **Citizenship and Leadership Course** inculcates civic values. The mandatory **Value Education (TY) and Life Skills (FY)** courses help students to be well-rounded individuals. The college also participates in extension work through **NSS and DLLE**.
- An **Interreligious PG Diploma Course on Religion and Society**, Peace and Dialogue was conducted and **One-year Diploma Course on Basics in Inter-Religious Dialogue (BIRD)** mainly for teachers in different schools by **UNESCO and CPPCII Chair**
- Visits to **heritage sites**, helping students understand India's rich heritage
- College participates in **drives**, like **annual blood donation (NSS)**, **Kerala flood donation (DLLE)** alongwith **NSS & AICUF**, **cleanliness drives at Dadar Beach (NSS)**.
- **30-hour certificate course on 'Anti-Caste and Mental Health Community Practice'** with Blue Dawn addressing casteism in classrooms.

Sensitization of students and employees to constitutional obligations

St Andrews' firmly believes in principles and rights enshrined in the Constitution of India. The college strives to foster an environment conducive to these values.

- Psychology Department adopted a multi-disciplinary approach, inviting speakers from Praja Foundation on '**Youth in Governance**'.
- Students were encouraged to think of careers in **civil services**, along with an orientation and mock tests on entrance examinations.
- Diploma course in Religion and Society, Peace and Dialogue included screening of **documentaries/films** ('Raazi', *In the Name of Ram*) and a visit to *Art of Nepal and Tibet* gallery of Chhatrapati Shivaji Maharaj Vastusangrahalaya.
- **Citizenship and Leadership diploma programme** inculcating a sense of responsibility. It was introduced as Citizenship and Leadership Diploma course in 2019-20 due to the success in the preceding year. Topics covered: leadership, personal and community development, service.
- CWDC partnered with the **Canadian government, Red Dot Foundation Global** to create safe culture and reduce risk of **sexual violence** on campus through workshops, trainings, sensitising staff along with a talk on **LGBTQIA+**.
- College participated in the **Student Model United Nations**, encouraging students to think of contemporary global political issues, build solidarities tackling human rights issues.
- The **Code of Conduct policy document** covers how students should conduct themselves like an educated Indian citizen.
- CWDC's national webinar on '**Impact and role of religious Minorities**' under '**Gender equity and Covid 19**' series.
- National Webinar (2 days) on '**Crossroad Identities- Demystifying Identity Praxis**' by Sociology Department with CWDC.
- Webinar on '**Awareness of Manual Scavenging & Caste**' with Mr. Sunil Yadav to discuss the issue of manual scavenging being pertinent in contemporary India.

Other activities related to inclusive environment and Constitutional obligations have been recorded in the document entitled Inclusive environment and sensitization to Constitutional obligations.

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

7.2 Best Practices

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

Response:

Best Practice – 1

Title: The UNESCO and Cardinal Paul Poupard Foundation Chair for Interreligious and

Intercultural Dialogue (CPPCII) and its related Diploma Courses.

India is a country which is proud of its rich cultural heritage, diversity in ethnicity, religions, languages, and landmass. It was an honour and prestige to have UNESCO confer on St. Andrews College a Chair for Inter-religious and Intercultural Dialogue in collaboration with UNESCO.

Aims and objectives:

- To promote **Peace building and Harmony** through intercultural dialogue, congresses, conferences and publications.
- To address issues of **poverty, gender inequality**, and strive for **inclusivity** through education, sciences, culture, communication and information.
- To achieve **Sustainable Development Goals (SDGs)**.

Context:

The Cardinal Paul Poupard Foundation Chair was established in September 2009 and the UNESCO Chair on September 8, 2015. This is **one among 15 such UNESCO Chairs** in the country. The chair has been conducting an **International symposium** annually since 2009-10.

The Chair offers a **Graduate Diploma course in Religion & Society, Peace and Dialogue** endorsed by the University of Mumbai and conducts a **PG Diploma in Inter-Religious Dialogue and Water for Sustainable Development** in collaboration with the Institute of Indian Culture and Nirmala Niketan College of Social Work in Mumbai (2017-2021). The activities, International Symposia and diploma courses allow students to discuss their ideas in a supportive environment, understand and appreciate each other's religion, foster tolerance and respect for people of other faiths.

Practice:

The **Executive Committee** of the Chair, comprising The Chair-holder, the Principal, Secretary and other Committee members, plan and monitor the activities of the Chair. The Annual International Symposia shed light on various themes promoting peace, harmony and tolerance.

Additionally, events are organised that promote knowledge of **religious diversity**. These have iftar ceremonies, quizzes on religion and culture, visits to heritage sites or religious events (such as Durga pandals, Mount Mary, Shree Narayani Dham Temple, the Golden Pagoda), elocution and debate competitions on **social justice issues** (such as racism, terrorism, casteism, and LGBTQIA+ rights), and the annual strings of peace event where students are encouraged to tie ribbons to each other's wrists as a **sign of acceptance and peace**.

The UNESCO and Cardinal Paul Poupard Foundation Chair for Interreligious and Intercultural Dialogue along with the Ummeed Child Care Development Group and co-hosted by the Equal Opportunity Cell, conducted a workshop on '**Narrative Practices and Ideas**' in order to address the **intersection of culture, story-making, and mental health**.

Evidence of Success:

- First UNESCO Chair in Mumbai colleges since 2009.

- Successful enrolment of students in Diploma Courses.
- Grand success of the Annual International Symposia.
- Successful release of 5 volumes of Journal 'Ethics and Society; International Journal, Religion, Peace and Harmony' (ISSN: 2250–3331).
- Biennial Magazine: Ignite
- Monograph: Sacred Times

Problems Encountered and Resources Required:

- While discussions and deliberations are held on key issues surrounding climate change, peace and harmony, translating it into practical achievable targets is a challenge
- Challenge to connect and coordinate with other Chairs in India and conduct common programmes

Resources required:

- No financial support received from the UNESCO Chair

Best Practice – 2

Title: Research

Aim/Objective:

The practice aims to instill, focus and encourage students and faculty members towards development of research temper and be actively involved in conducting research. It is widely accepted that research is the most vital component of academics and these interests have to be garnered early in one's academic life. Hence, the college has instituted a dedicated **Research committee** which has a separate **student wing**.

Context:

St. Andrew's College admits students from **all sections of the society** in order to partake in integrated learning, which includes a large number of **first generation learners**, which accounts to an average of above 48% in Aided section and above 33% in SFC section during the assessment years. The students from such moderate backgrounds very often are not inclined towards research and do not possess a passion or will to pursue academic research. It is the role of the Research Committee to inculcate this fervor to pursue research.

Practice:

It was realized that research culture in college was not appreciative. So as a part of discussions in IQAC and staff meetings it was proposed that **national, international and local level seminars** be made a regular practice. Department of English and Economics offering single majors in the third year, and made it a mandatory practice to conduct **yearly International and national seminars**. The UNESCO and Cardinal Paul Poupard Foundation Chair for Interreligious and Intercultural Dialogue has an **annual International seminar**. These seminars are open for students and faculty and they create awareness towards various issues like **environment, community engagement, inter-religious dialogue, inclusivity,**

multi-disciplinary and multi- lingual aspect. College follows a system of conducting an **annual staff seminar** where faculty present research papers. With regard to development of research fervor in students, the students research wing performs the following tasks:

- Conducts **multiple sessions** to orient students about essentials for carrying out research.
- **Prepares and coaches** enrolled students for University of Mumbai, **Avishkar Student's** Research Convention.
- Encourages **inter-disciplinary research**
- Conducts **intra-collegiate research competitions**

Evidence of Success:

Success is observed by the increase in number of research papers presented and published by faculty members. Student participation in research has increased. College has **three in-house ISSN Journals** and **one in-house e-ISSN Journal**. Specifically in the last academic year, we received a total of **ten ISBNs** from Raja Ram Mohun Roy National Agency for ISBN of which four books are published. Refer to Table 2 for details. The number of **faculty with Ph.D.** has also increased in this assessment period.

Challenges:

The faculty members need to be encouraged to explore areas of undertaking minor and major research projects funded by UGC and STRIDE.

Publication Details (Table 2)

Title of Publication	ISBN
The Sacred Times - (A Monograph) Vol. 1	978-81-956338-5-2
The Cinemania: A Monograph	978-81-956338-6-9
COVID 19 Pandemic: Crisis, Concerns and Challenges	978-81-956338-4-5
Emerging Role of Academic Libraries, conference Proceedings	978-81-956338-7-6
	ISSN
Andrean Research Journal	2278-9294
	2582-5143 (EISSN)
Ruminations: The Andrean Journal of Literature	2249-9059
Ethics and Society: An International Journal	2250-3331

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

7.3 Institutional Distinctiveness

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

Response:

St. Mother Teresa who was awarded the Padma Shri and the Nobel Peace Prize, for her care of the destitute and the poor, laid the foundation stone of our college and we received, as it were, a mandate to do likewise.

Therefore, the distinctive feature of the institution, is that we attempt to remould the **urban materialistic mind** set of our students towards the **joy of giving, inclusivity and reaching out to the marginalized sections of society**. St Andrew's College admits people from **all sections of society**, including a large number of **first-generation learners**, to empower them and help them partake in integrated learning. Students from such modest backgrounds would have a strong desire to enhance their socio-economic status, but with this practice we instill in them the necessity of **dedicating their time and energy into giving back to society**, which is deeply fulfilling for the college. This practice blends well with the ethos of the institution and the NEP at large, as its prime focus is **community service, environmental education and addressing the needs of the elderly**. Such activities **inculcate development of ethical, Constitutional and universal values in students**. All second year students opt for the SOP as they get to interact with various NGOs and work for the **underprivileged sections of society**, making **community service an integral part of our college**.

The Social Outreach Programme (SOP) was initiated in the year 2006 under the guidance and vision of our Principal. The college Social Outreach Programme has successfully **completed 16 years** and witnessed significant success in these years. An MOU is entered between the third party and the college to carry out the Social service work. There are individual MOU's with NGO's where students perform social work.

St. Andrew's College stands for academic excellence, development of skills, and especially **character formation** based on service of people.

The **objectives** of the programme:

- ? To sensitize students to the hardships faced by the poor and marginalized section of the society.
- ? To be aware of social, environmental, and gender issues, and inequities in society.
- ? To reach out to the less fortunate ones and assist them.

The programme is mandatory for the Second year Degree College students, and they are required to complete a **minimum of 20 hours of social service**. At the end of the SOP completion, the students have to **submit their work record signed by the respective NGO head** along with a **Report**. An orientation programme is held which aims at preparing the students to undertake their SOP with the **right mindset, familiarize them with the design, the requirements, and the time period of the SOP**.

During the academic years 2017-2019, the students were physically present at the NGO and volunteered for a variety of activities depending upon the NGO in question. The programme undertakes a **plethora of activities** ranging from :

- ? Beach cleanup drives
- ? Self Defense camp; Football training
- ? Coordinating programmes with disadvantaged and special children
- ? Working in orphanages, assisting in aged homes and hospitals
- ? Conducting slum surveys for sanitation/energy usage/health
- ? Taking up environmental issues

SOP for the Academic Year 2020-21 & 2021-22 was **conducted online through Google meet & WhatsApp** due to the ongoing **COVID 19 Pandemic**. From Academic Year 2022-23, the SOP has resumed back in its **offline form**.

For the Aided section, **the NGOs** designed the modules and implemented the online mode of SOP. Modules included themes like:

- ? Each One Teach One
- ? Helping Aged
- ? Covid 19 issues
- ? Climate Change issues
- ? Farm Laws
- ? Anti-Ragging.
- ? Simple fitness at home: during and post lockdown, etc

For Self-Financed students, The CSA (Center For Social Action) implemented by Fr. Mario Mendes helped in designing the following groups:

- ? Self Help

? English Language Class

? Financial Empowerment Programme

? Farmers Group, Domestic Workers

? Bal Sabha, Gavki, Kishori

? Livelihood

? Digital Literacy

Based on the Covid-19 protocol all SOP activities were undertaken online.

Following methods were used for undertaking the SOP:

? Need Assessments

? Online Sessions

? Interviews

? Case studies

? Developing/Initiating online campaigns in some themes.

Some of the activities included Teaching Online Sessions on topics such as:

? Health & Hygiene

? Mobile Addiction for the BAL SABHA group

? Teachings related to English Language and helping the financially poor and academically weaker students with their studies.

? Working on Smart Village ideas with Digital literacy for children in Degoan

? Need assessment session with Dedhan group

? Explanation of business ideas

Explanation of book keeping and Management for the Self Help group, preparation for SHG module and money management

? Needs assessment and Money management for the Livelihood group

? Sessions on importance of banking activities for the Domestic Workers group

? Sessions on Government schemes, Market Exploration

? Session on Banking services.

? Conducting interviews on simple fitness at home: during & post lockdown, the impact of COVID 19 on them, their family and livelihood.

? Conducting an online fitness survey

? Helping and assisting the aged through Phone calls.

? Group report on Anti-Ragging campaign

Whatsapp groups, Google form, and task tracker were used to keep track of the activities done by the students.

The **experience reports and testimonials** submitted by each student at the end of the programme indicated that our students were **moved by compassion**. Most students expressed their realization to be **grateful for what** they have and to be generous with their time and resources.

Students are selected for the **SOP scholarships** based on their academic excellence and performance at the centre. The scholarships are awarded at the Annual Day function. At the Annual day function held in January 2019, 4 students were awarded the Social Outreach Programme Scholarships for the year 2018-19. 4 SOP scholarships were declared to be awarded for the year 2019-20.

The students of St. Andrew's college participate in the social service work with great enthusiasm to give back to society and transform it to make it a better place.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

The objectives of the college were formulated to channelize the institution's efforts into **six core areas** – (i) Teaching/Learning (ii) Research (iii) Technology (iv) Welfare (v) Environment and (vi) Community Outreach.

Its additional objectives include:

1. To provide a **holistic education** and inspire each student to realize his/her **potential** by providing a plethora of certified and skill development courses through academics and extra-curricular participation.
2. To encourage students to be **global citizens** with an awareness and concern towards environmental issues, global strife, gender sensitization and human rights.
3. To enhance a **multidisciplinary research culture** among students by encouraging active participation.
4. To encourage students to develop **religious tolerance** and respect, keeping in mind the Indian Constitution of a secular India
5. To promote a culture of **inclusivity** and **accessibility** through an **Equal Opportunity Cell**.
6. To **sensitize** students about the **less privileged** and to respond **proactively** through social work.
7. To empower students to be **good leaders** and contribute towards the achievement of **world harmony**
8. To enhance the **Industry – Academia partnership** and invite **collaborations** with the industry
9. To encourage **faculty-exchange programmes** and sign MOUs with premier institutions
10. To augment our efforts to offer **placements and internships** to our students.

Concluding Remarks :

The college has grown rapidly since its last accreditation by NAAC in 2016 when we received an 'A' GRADE. The College was conferred with the 'Best College Award' for academic year 2015-16 in the category of 'Urban Area' by University of Mumbai on 26 January 2018. As this is the fourth cycle of our accreditation, we have done our best to comply with the recommendations of the last NAAC Peer Team.

The college has made a resolute attempt to enhance quality, explore its institutional opportunities and address the challenges present in the system, which has led to proper grooming and motivating our college students to excel in various fields. Over and above the certified, skill development and Diploma courses students are encouraged to enroll in SWAYAM courses. Ms. Samridhi Thukral was awarded the **All India Topper** in 'Psychology of everyday life' IIT Kanpur **NPTEL-SWAYAM** in 2019-20, Ms. Ashmi Sheth, Third year B.A student in the year 2019-20 was awarded the "Author of the year 2019" for her poetry book "Silence Echoed: Poetries that Heal" at LITFEST 2019 by NE8x Official. Her poem "Let Go" won **first place in the Global Poetry Contest** organized by Poetry Soup. Ashmi Sheth and Aniket Patil's Claymation short film "Blue" was officially selected for screening at the 2019 50th **American Art Festival** at Kansas City USA. Several students have won medals and awards at International, National, university and district level sports competitions. Mr. Hridhay Pervez Seshadri, **won** the '**World Throwball Malaysia Independent Championship 2019**'. Mr. Adnan Shaikh, bagged a **gold** and **silver** medals at the University and State Championships respectively. Mr. Siddharth Fernandes, won the **gold medal** for 400 meters hurdles at the university level. The college football, basketball and hockey teams have won several accolades at university and inter-university level competitions.

The college has also taken positive steps towards making the campus environmental friendly. In association

with the Institute for Community Organization Research (ICOR), the college has conducted a green audit. Towards creating a Zero Waste Campus, a compost pit has been constructed with the help of Stree Mukti Sanghatana with UNEP funds

NAAC