



## YEARLY STATUS REPORT - 2021-2022

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	<b>Jai Hind College Autonomous</b>
• Name of the Head of the institution	<b>Dr Sreela Dasgupta</b>
• Designation	<b>Principal-in-Charge</b>
• Does the institution function from its own campus?	<b>Yes</b>
• Phone No. of the Principal	<b>02222041095</b>
• Alternate phone No.	<b>02222040256</b>
• Mobile No. (Principal)	<b>09833808191</b>
• Registered e-mail ID (Principal)	<b>contactus@jaihindcollege.edu.in</b>
• Address	<b>'A' Road Churchgate</b>
• City/Town	<b>Mumbai</b>
• State/UT	<b>Maharashtra</b>
• Pin Code	<b>400020</b>
<b>2.Institutional status</b>	
• Autonomous Status (Provide the date of conferment of Autonomy)	<b>03/04/2018</b>
• Type of Institution	<b>Co-education</b>
• Location	<b>Urban</b>

• Financial Status	UGC 2f and 12(B)
• Name of the IQAC Co-ordinator/Director	Dr Sreela Dasgupta
• Phone No.	02222040256
• Mobile No:	09833808191
• IQAC e-mail ID	sreela.dasgupta@jaihindcollege.edu.in
<b>3.Website address (Web link of the AQAR (Previous Academic Year)</b>	<a href="https://jaihindcollege.com/AQAR-2020-21/The-Annual-Quality-Assurance-Report-Jai-Hind-College-2020-21.pdf">https://jaihindcollege.com/AQAR-2020-21/The-Annual-Quality-Assurance-Report-Jai-Hind-College-2020-21.pdf</a>
<b>4.Was the Academic Calendar prepared for that year?</b>	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://jaihindcollege.com/important-notice/2021/Academic-Calendar-2020.pdf">https://jaihindcollege.com/important-notice/2021/Academic-Calendar-2020.pdf</a>

**5.Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.41	2003	29/04/2003	28/03/2010
Cycle 2	A+	3.26	2010	28/03/2010	27/03/2015
Cycle 3	A++	3.52	2016	19/01/2016	31/12/2023

**6.Date of Establishment of IQAC**

05/12/2005

**7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?**

Institution/ Department/Faculty/School	Scheme	Funding Agency	Year of Award with Duration	Amount
Jai Hind College Autonomous	RUSA	MHRD	16/10/2018	500
Jai Hind College Autonomous	Autonomy	UGC	20/03/2018	20
Jai Hind College Autonomous	STAR	DBT	26/02/2018	63
Jai Hind College Autonomous	FIST	DST	23/07/2015	70

#### 8. Provide details regarding the composition of the IQAC:

<ul style="list-style-type: none"> <li>Upload the latest notification regarding the composition of the IQAC by the HEI</li> </ul>	<a href="#">View File</a>	
<b>9.No. of IQAC meetings held during the year</b>	<b>2</b>	
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website?</li> </ul>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>If No, please upload the minutes of the meeting(s) and Action Taken Report</li> </ul>	No File Uploaded	
<b>10.Did IQAC receive funding from any funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>		

#### 11. Significant contributions made by IQAC during the current year (maximum five bullets)

On completion of 1st cycle of autonomy, feedback collected from all stakeholders, BOS members, Alumni, Academic Council members to

review the goals achieved; Conduct of Academic & Administrative Audit; Reconstitution of all Statutory committees; Conduct of entrance exams for all self financed and PG programs; Enrollment under IIC

**12. Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:**

Plan of Action	Achievements/Outcomes
Hierarchal structure of administration to be extended in lateral direction to increase efficiency	Creation of additional posts of Executive Coordinators to work in tandem with Vice Principals; Additional Academic Activity and Additional Activity coordinators to work in tandem with Class teachers
Specific job roles to be defined for each administrative position to be created	All positions whether existing or newly created have been redefined in terms of their roles & responsibilities
Digital planner for academic & co- and extra-curricular activities to be reviewed	Reviewed and suggestions invited from faculty incorporated
Anonymous feedback to be taken from students	Implemented in 2021-22 feedback
Mid-review of suggestions given by Academic Audit team	Periodic meetings department-wise; monitoring of Board of Studies meetings individually to ensure effective implementation of suggestions
Implementation of NEP	Workshops conducted on LOCF, PO-CO attainment, CBCS curriculum

**13. Was the AQAR placed before the statutory body?**

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Governing Body	30/04/2022

<b>14. Was the institutional data submitted to AISHE ?</b>	<b>Yes</b>
<ul style="list-style-type: none"> <li>• Year</li> </ul>	
Year	Date of Submission
2021-22	15/12/2022
<b>15. Multidisciplinary / interdisciplinary</b>	
<p>Stand-alone courses such as Life Sciences, Biotechnology, Information Technology, Software Development, Travel &amp; Tourism Management as well as several other self-financed courses such as Management studies, Accounting &amp; Finance, Banking &amp; Insurance, Mass Media, Advertising &amp; Journalism were explored for design of courses of possible multidisciplinary nature. As regards interdisciplinary texture, certificate courses of 30 hours, primarily skill based were designed catering towards two or more disciplines where such expertise would prove beneficial.</p>	
<b>16. Academic bank of credits (ABC):</b>	
<p>The Academic Bank of Credits in 2021-22 was a relatively new concept. To understand its nature, implementation and benefits, several workshops on this topic was held by RUSA as well as a few Universities of the Southern States. Faculty from all disciplines of the College and especially the Examination Cell were made to compulsorily attend these online webinars, it being a lockdown period. Following this, the Autonomy Steering Committee of the College held brainstorming sessions to understand the implementation of the same in the context of the institution.</p>	
<b>17. Skill development:</b>	
<p>The college has developed a unique system under autonomy called the 'AAA' or 'Additional Academic Activity' whereby the skill related aptitude is developed. This acts as a supplement to the curriculum. Skills maybe soft skills such as Life skills, Entrepreneurial skills etc. or may be laboratory skills such as proficiency in operating instruments, working with software, etc. or may be creative skills such as communication and literary appreciation. The year 2021-22 being a pandemic year, all these activities were conducted in virtual mode.</p>	
<b>18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture,</b>	

**using online course)**

The College pays adequate focus on enlightening students about the nation's rich cultural heritage. Regional language, Marathi, is celebrated as 'Marathi Divas' whereby the awareness of the language is spread through activities, cultural plays, acts, etc. Likewise, the 'Hindi Divas' is also celebrated in a similar manner to spread awareness of our national language. National festivals such as Holi, Diwali etc. are celebrated to make us feel proud of our Indian traditions and culture. Anecdotes of our rich culture and its contribution in the education system is also touched upon in the curriculum.

**19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):**

The concept of OBE was introduced to the faculty through arrangement of a faculty development workshop. It was a 3-day workshop which focused on concepts such as program Objectives, Course Outcomes, etc. The faculty were given illustrative examples for clarification post which they were required to frames the same for their respective courses. The inter relation between the PO/CO and the Bloom's taxonomy and its achievement was also clarified. The faculty were also trained to map the outcomes vs the objectives designed and thereby calculate the attainment factor at the completion of a 3-year degree course.

**20.Distance education/online education:**

The college does not have any provision of 'Distance Education'. However, we do pay a lot of emphasis on 'learning through hybrid mode'. Even before the pandemic, our teachers had been proficient in newer aspects of learning such as 'Blended learning' and 'Flipped learning'. With the advent of the pandemic, these modes became the need of the day. All curricula were via the online platform such as Google, Zoom, Microsoft team, etc. Teachers prepared small capsules of the curricula, in different disciplines, so as to enable the students to learn in the virtual mode at their own pace.

**Extended Profile****1.Programme**

1.1

27

Number of programmes offered during the year:

File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>

**2.Student**2.1 **4428**

Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	<a href="#">View File</a>

2.2 **1509**

Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>

2.3 **8973**

Number of students who appeared for the examinations conducted by the institution during the year:

File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>

**3.Academic**3.1 **891**

Number of courses in all programmes during the year:

File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>

3.2 **91**

Number of full-time teachers during the year:

<b>Extended Profile</b>	
<b>1.Programme</b>	
1.1 Number of programmes offered during the year:	<b>27</b>
File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>
<b>2.Student</b>	
2.1 Total number of students during the year:	<b>4428</b>
File Description	Documents
Institutional data in Prescribed format	<a href="#">View File</a>
2.2 Number of outgoing / final year students during the year:	<b>1509</b>
File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>
2.3 Number of students who appeared for the examinations conducted by the institution during the year:	<b>8973</b>
File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>
<b>3.Academic</b>	
3.1 Number of courses in all programmes during the year:	<b>891</b>
File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>
3.2	<b>91</b>



Number of full-time teachers during the year:		
File Description	Documents	
Institutional Data in Prescribed Format	<a href="#">View File</a>	
3.3	59	
Number of sanctioned posts for the year:		
<b>4.Institution</b>		
4.1	90	
Number of seats earmarked for reserved categories as per GOI/State Government during the year:		
4.2	57	
Total number of Classrooms and Seminar halls		
4.3	349	
Total number of computers on campus for academic purposes		
4.4	698.31540	
Total expenditure, excluding salary, during the year (INR in Lakhs):		

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

Jai Hind College has adopted an outcome based approach for the development of the curricula, which is framed on the basis of the objectives of Autonomy which are aligned with the Vision and Mission of the institution. All departments develop their syllabi with special emphasis on the emerging local, national, regional and global developmental needs and trends. The syllabi of the departments addresses various contemporary and topical issues such as social inclusivity, environmental sustainability, ethical conduct, entrepreneurial skills in addition to newer possibilities

in the job sector, industry practices, research models and so on. The feedback received from all stakeholders is an important factor considered in the process syllabus revision. The proposed changes are ratified by the BoS and all other statutory committees. Keeping in line with the LOCF framework, all departments map their Program Objectives with the Course Learning Outcomes to assess the attainment factor. This approach ensures thorough development of the curricula to achieve academic excellence.

File Description	Documents
Upload additional information, if any	<a href="#">View File</a>
Link for additional information	Nil

### 1.1.2 - Number of Programmes where syllabus revision was carried out during the year

09

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	<a href="#">View File</a>
Details of syllabus revision during the year	<a href="#">View File</a>
Any additional information	No File Uploaded

### 1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

225

File Description	Documents
Curriculum / Syllabus of such courses	<a href="#">View File</a>
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	No File Uploaded
MoUs with relevant organizations for these courses, if any	No File Uploaded
Any additional information	No File Uploaded

<b>1.2 - Academic Flexibility</b>	
<b>1.2.1 - Number of new courses introduced across all programmes offered during the year</b>	
6	
<b>File Description</b>	<b>Documents</b>
Minutes of relevant Academic Council/BoS meetings	No File Uploaded
Any additional information	No File Uploaded
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
<b>1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System</b>	
0	
<b>File Description</b>	<b>Documents</b>
Minutes of relevant Academic Council/BoS meetings	No File Uploaded
Any additional information	No File Uploaded
List of Add on /Certificate programs (Data Template)	<a href="#">View File</a>
<b>1.3 - Curriculum Enrichment</b>	
<b>1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum</b>	
<p>The Institution makes efforts to create a conducive environment for the holistic development of the students. Each department plans their value added courses and co-curricular activities with the aim of inculcating humanitarian values, an understanding of citizens' rights, awareness regarding ecological and social concerns, and sensitization towards vulnerable groups of the society. The various activities that students do as a part of their continuous assessment are designed and curated by departments to align the skills they will learn along the way with the contemporary trends that are relevant in social and professional contexts for the learners. Students across streams are further encouraged to participate in workshops, seminars, webinars, and guest lectures which are organized by various</p>	

departments across programs to offer opportunities of interdisciplinary learning. The courses and related activities also focus on the theory and practical aspects of ethical conduct and etiquette required by the industry, through subjects like effective communication skills, foundation courses etc. The value added courses and activities further provide relevant knowledge and practical exposure according to the industry requirements and helps in making the students job-ready.

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	<a href="#">View File</a>
Any additional information	No File Uploaded

### 1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

25

File Description	Documents
List of value-added courses	<a href="#">View File</a>
Brochure or any other document relating to value-added courses	No File Uploaded
Any additional information	No File Uploaded

### 1.3.3 - Number of students enrolled in the courses under 1.3.2 above

1178

File Description	Documents
List of students enrolled	<a href="#">View File</a>
Any additional information	No File Uploaded

### 1.3.4 - Number of students undertaking field work/projects/ internships / student projects

632

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	<a href="#">View File</a>
Any additional information	No File Uploaded

#### 1.4 - Feedback System

**1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni**

A. All 4 of the above

File Description	Documents
Provide the URL for stakeholders' feedback report	<a href="https://www.jaihindcollege.com/pdf/aqar-2021-22/1-4-1-stakeholders-feedback-2021-22.pdf">https://www.jaihindcollege.com/pdf/aqar-2021-22/1-4-1-stakeholders-feedback-2021-22.pdf</a>
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	<a href="#">View File</a>
Any additional information	No File Uploaded

**1.4.2 - The feedback system of the Institution comprises the following**

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

File Description	Documents
Provide URL for stakeholders' feedback report	<a href="https://www.jaihindcollege.com/pdf/aqar-2021-22/1-4-2-action-taken-report-and-feedback-of-stakeholders-2021-22.pdf">https://www.jaihindcollege.com/pdf/aqar-2021-22/1-4-2-action-taken-report-and-feedback-of-stakeholders-2021-22.pdf</a>
Any additional information	<a href="#">View File</a>

#### TEACHING-LEARNING AND EVALUATION

##### 2.1 - Student Enrollment and Profile

##### 2.1.1 - Enrolment of Students

##### 2.1.1.1 - Number of students admitted (year-wise) during the year

4428

File Description	Documents
Any additional information	No File Uploaded
Institutional data in prescribed format	<a href="#">View File</a>

### 2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

90

File Description	Documents
Any additional information	No File Uploaded
Number of seats filled against seats reserved (Data Template)	<a href="#">View File</a>

## 2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

The assessment of learning levels is a continuous activity which is done through the semester end examination as well as the CA (continuous assessments ) done through the semester. The students are thereby graded not only on their term end scores but also based on their overall participation in class activities/ projects and interaction in the regular classes. Peer learning is encouraged by pairing the slow and the advanced learners which facilitates a two way learning. The slow learners from the class are provided with additional support mechanism such as revision classes, assignments and practice tests if needed.

Advanced learners are encouraged to undertake activities like writing research papers, referencing research papers, participating in inter college academic activities, Special coaching for PG entrance exams and writing SOP's. They are encouraged to read more form additional references. Students can approach the faculty after college hours via emails, telephone to avail help on personal or group level.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

### 2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
01/07/2021	4428	163

File Description	Documents
Upload any additional information	<a href="#">View File</a>

### 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:

Learning is a continuously evolving process for students. This becomes a possibility only when teachers keep their teaching methods updated and innovate them as and when required. Shift to online teaching in the past two years has encouraged the possibilities of using many online modes of teaching which make the subject easy and interesting at the same time. These methods help the students to enrich their learning outcomes, build team work, express themselves and make classroom learning clear and engaging. In this context, different programmes such as B.A, B.com and B.Sc., make use of classroom discussions, role play, flip learning techniques, field visits, debates, and quizzes. The B.com programme makes use of PowerPoint presentations, group discussions and some of the above-mentioned techniques as may be applied with reference to the individual subject and the teacher student ratio. Some of the more commonly used techniques here include poster making, use of Excel for solving sums, Moodle, and Jam boards.

The pedagogy is designed by individual teacher by assessing the specific need of the subject/topic, the class strength, the availability of infrastructure at a given point of time and the teaching time /lecture schedules of the teachers.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Link for additional Information	Nil

### 2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and learning

The use of ICT - ENABLED tools has redefined the nature of teaching. Although these tools were always available and widely used its real power was unleashed only after post Pandemic. These online resources and ICT-ENABLED tools took centre stage in teaching methods almost completely replacing the traditional chalk and talk mode of delivering a lecture. Some of the widely accepted online tools include the use of documentaries, videos, G-Suite, Google forms, and the SWAYAM Portal. These tools have not only strengthened the teaching methods but have also made teaching effortless and efficient. It has also made learning easier and faster.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	<a href="https://www.jaihindcollege.com/pdf/agar-2021-22/2-3-2-tle-links-used.pdf">https://www.jaihindcollege.com/pdf/agar-2021-22/2-3-2-tle-links-used.pdf</a>
Upload any additional information	<a href="#">View File</a>

### 2.3.3 - Ratio of students to mentor for academic and other related issues

#### 2.3.3.1 - Number of mentors

163

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	<a href="#">View File</a>
Circulars with regard to assigning mentors to mentees	No File Uploaded

### 2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution



The Academic Calendar is planned by the Academic Heads, the Controller of Examination, and the registrar in consultation with the principal keeping all key days such as semester end exams, internal assessment, practical exams, supplementary exams, and public holidays in mind. The calendar is made keeping the important dates such as admission dates, term end and start dates etc listed by the University of Mumbai in consideration too. It is shared on the college website in the beginning of the academic year so that all stakeholders can have access to it. All college committees and departments plan their teaching, assessment, co-curricular and extra-curricular activities schedules based on the calendar. The Exam Unit ensures that the dates announced for assessments are adhered to as that helps in streamlining the entire teaching, learning and evaluation process. The institution has provided the faculty with a digital planner format which is used for making the teaching plans - week wise for each semester.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	<a href="#">View File</a>

## 2.4 - Teacher Profile and Quality

### 2.4.1 - Number of full-time teachers against sanctioned posts during the year

42

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	<a href="#">View File</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

30

File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	<a href="#">View File</a>
Any additional information	No File Uploaded

### 2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

89

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	<a href="#">View File</a>
Any additional information	No File Uploaded

## 2.5 - Evaluation Process and Reforms

### 2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

30

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	<a href="#">View File</a>
Any additional information	No File Uploaded

### 2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

20

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	<a href="#">View File</a>
Upload any additional information	No File Uploaded

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

The entire process of examination has undergone a digital transformation since 2020-21. This year, the semester end exam is conducted in the regular offline mode, but the CA -1 (Continuous assessment component 1 of exam) was conducted by the online portal called OFFEE. Institution has adopted this online testing platform for Continuous Internal Assessment since 2018.

OFFEE is a browser-based portal which can work easily on any desktop, laptop, tablet and mobile, with low configuration, and that makes it a user friendly and efficient EMS. Online proctoring mechanism via continuous snapshots of the students and an automatic warning system for those attempting to minimize screen is effectively used. Processing of results is done digitally with the use of advanced software which ensures accuracy and timely declaration of results.

All exam related information, notices, forms, and consolidated results are put up on the college website for easy access to all students. Students can send all grievances and queries regarding exams at a centralized email id and receive prompt response by a dedicated team. By integrating IT into all procedures and every step the EMS has been streamlined and all types of errors have been minimized; turnaround time for all processes has also been greatly reduced.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional Information	Nil

## 2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

All the Programs offered by the institution have defined Program objectives and outcomes. All the courses under the programs are designed with clear outcomes. All the program outcomes and course outcomes are available on the website in the curriculum. The teachers are trained for designing the curriculum as per Learning Outcome based Curriculum Framework (LOCF) via workshops. The trained teachers further impart their knowledge to the peers. The students during admission counseling are encouraged to see these course outcomes to decide their subject option. This has helped the students as they are better equipped and know what to expect from a certain course. It has helped in formulating graduate attributes and qualification descriptors. LOCF provides a more holistic experience for the students.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Link for additional Information	<a href="http://jaihindcollege.com/aided/syllabus-under-autonomy.html">http://jaihindcollege.com/aided/syllabus-under-autonomy.html</a>

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

Program Learning Outcomes provide guidance in curriculum design, instruction/delivery and conduct of assessment. They can be measurement by the identification of related Competencies and Performance Indicators (PI). Different departments map their individual courses based on direct and indirect mode and a score card is created. Examination result is the direct mode and students' survey is the indirect mode. The procedure for attainment of PO, PSOs and Cos is based on the UGC report on "Evaluation Reforms in Higher Education Institutions".  
{<https://www.ugc.ac.in/ebook/EVALUATION%20ENGLISH.pdf>}

The Departments first fill in data in the Excel file format given to them and then it automatically calculates the overall outcome attainment of the course. This is done with the help of following steps:

(1) Details of all courses for each semester of the program are

filled in.

(2) The mapping of contributions for each Program Specific Learning Outcome of each course based on course outcome is done.

(3) Examination results with separate marks of internal and Semester End Exam for each course is entered.

(4) Results of students' survey regarding the outcome of the course, semester-wise is done.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	Nil

### 2.6.3 - Pass Percentage of students

#### 2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

1478

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Paste link for the annual report	<a href="https://www.jaihindcollege.com/pdf/aqar-2021-22/2-6-3-2-examination-annual-report.pdf">https://www.jaihindcollege.com/pdf/aqar-2021-22/2-6-3-2-examination-annual-report.pdf</a>

### 2.7 - Student Satisfaction Survey

#### 2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink

<https://jaihindcollege.com/pdf/aqar-2021-22/2-7-1-exit-poll-from-students-2021-22.pdf>

### RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 - Promotion of Research and Facilities

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

#### Research Policy:

The purpose of the Research Policy is to create a vibrant atmosphere of research both among faculty and students in Jai Hind College Autonomous. The policy shall serve as an overall framework within which research activities may be carried out. Jai Hind college has prepared this research policy and guidelines to ensure that these activities are conducted with integrity and due regard for health, environmental safety, and privacy of everyone concerned. The present research policy aims to help Jai Hind College and its faculty and students achieve excellence and contribute to the research culture of the organisation and to the society as a whole.

#### Ethics committee:

Research ethics committee is constituted and active with the policy guidelines which have been released for conduction research within the institutional laboratories and for all personnel conducting research within institutional affiliation.

#### Anti-Plagiarism committee:

The college has constituted a anti-plagiarism committee and the policy guidelines have been released for curbing the plagiarism within the institution and for all personnel conducting research within institutional affiliation. The college is also in the process to procure the software for checking plagiarism.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	No File Uploaded
Provide URL of policy document on promotion of research uploaded on the website	<a href="https://www.jaihindcollege.com/pdf/aqar-2021-22/3-1-1-procedures-and-policies-research-policy.pdf">https://www.jaihindcollege.com/pdf/aqar-2021-22/3-1-1-procedures-and-policies-research-policy.pdf</a>
Any additional information	No File Uploaded

### 3.1.2 - The institution provides seed money to its teachers for research

#### 3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

1

File Description	Documents
Minutes of the relevant bodies of the institution regarding seed money	<a href="#">View File</a>
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	<a href="#">View File</a>
List of teachers receiving grant and details of grant received	<a href="#">View File</a>
Any additional information	No File Uploaded

### 3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

0

File Description	Documents
e-copies of the award letters of the teachers	No File Uploaded
List of teachers and details of their international fellowship(s)	<a href="#">View File</a>
Any additional information	No File Uploaded

<b>3.2 - Resource Mobilization for Research</b>	
<b>3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)</b>	
0	
File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	No File Uploaded
List of projects and grant details	No File Uploaded
Any additional information	No File Uploaded
<b>3.2.2 - Number of teachers having research projects during the year</b>	
0	
File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional Information	Nil
List of research projects during the year	No File Uploaded
<b>3.2.3 - Number of teachers recognised as research guides</b>	
9	
File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	<a href="#">View File</a>
Institutional data in Prescribed format	<a href="#">View File</a>
<b>3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year</b>	
0	



File Description	Documents
Supporting document from Funding Agencies	No File Uploaded
Paste link to funding agencies' website	Nil
Any additional information	No File Uploaded

### 3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

The Entrepreneurship Cell and Skill Hub of Jai Hind College has crafted and dispensed platforms to foster Entrepreneurship and Innovation. It held various skill-building sessions, ideation workshops, prototype demonstrations and organized The Global Entrepreneurship Summit, to provide platform to interact with Industry experts, attend masterclasses and experience the Startup Competition, which has been recognised by various Governmental Organisations like Startup India, Maharashtra State Innovation Society.

Incubation and Acceleration Centre is equipped with computers creating a working space to grow the startups. Founded in 2020, the Jai Hind College Incubator & Accelerator Centre (IAC) is an initiative which aims to foster entrepreneurship and nurture young businesses. The Incubator provides access to regular mentoring sessions by industry experts, a state-of-the-art co-working space as well as technical and financial assistance.

The Incubator has conducted 50+ mentoring sessions conducted by renowned industry experts such as 'Start-Up Valuation - Defining Finance Streams'.

The incubator organized the Pre-Incubation Program in collaboration with the NEN-Wadhvani Foundation which aims at transforming ideas into ventures and has generated various practice ventures through this program. The college has bridged the gap between education and employment by providing necessary resources and support through entrepreneurship and skill development activities.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

### 3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

47

File Description	Documents
Report of the events	No File Uploaded
List of workshops/seminars conducted during the year	<a href="#">View File</a>
Any additional information	No File Uploaded

### 3.4 - Research Publications and Awards

**3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software**

E. None of the above

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	No File Uploaded
Any additional information	No File Uploaded

### 3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

#### 3.4.2.1 - Number of PhD students registered during the year

9

File Description	Documents
URL to the research page on HEI website	<a href="https://www.jaihindcollege.com/pdf/agar-2021-22/3-4-2-2-number-of-teachers-recognized-as-guides-during-the-year.pdf">https://www.jaihindcollege.com/pdf/agar-2021-22/3-4-2-2-number-of-teachers-recognized-as-guides-during-the-year.pdf</a>
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	<a href="#">View File</a>
Any additional information	No File Uploaded

### 3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

8

File Description	Documents
List of research papers by title, author, department, and year of publication	<a href="#">View File</a>
Any additional information	No File Uploaded

### 3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

3

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

### 3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

#### 3.4.5.1 - Total number of Citations in Scopus during the year

6

File Description	Documents
Any additional information	No File Uploaded
Bibliometrics of the publications during the year	<a href="#">View File</a>

**3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University****3.4.6.1 - h-index of Scopus during the year**

2

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View File</a>
Any additional information	No File Uploaded

**3.5 - Consultancy****3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)**

0

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	No File Uploaded
List of consultants and revenue generated by them	No File Uploaded
Any additional information	No File Uploaded

**3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year**

0

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	No File Uploaded
List of training programmes, teachers and staff trained for undertaking consultancy	No File Uploaded
List of facilities and staff available for undertaking consultancy	No File Uploaded
Any additional information	No File Uploaded

### 3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

Science Popularization webinar was conducted on 17th March 2022 by the Department of Chemistry for School students of Swami Shaymananda High School, Ghatkopar, Bhatwadi. The event was introduced to students as "Fun with Vigyaan". The webinar was conducted by participation of MSc Part I & II students under the guidance of all the faculty members. The MSc students prepared PPT on various topics to create awareness about Science. The ppt had video and many games were played related to the topic explained to the students of Science.

As a part of Science Awareness activity SYBSc students interacted with 2 schools through online platforms. The schools were St. Peter's School, Mazgaon, Mumbai and Abhinav Vidya Mandir, Borivali, Students made PPT on role of Microbiology in life and careers in microbiology/ allied fields and introduced the world of microbiology to school students (8-10 Std) through Google meet. They were also informed about the scope of microbiology and various disciplines that might be pursued. School kids were told about activities carried out at Jai Hind College's Department of Microbiology. The focus of the presentation was on the usage of tools of microbiology in daily life like making food and beverages to understand disease progression

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

### 3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year

3

File Description	Documents
Number of awards for extension activities in during the year	<a href="#">View File</a>
e-copy of the award letters	No File Uploaded
Any additional information	No File Uploaded

### 3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

11

File Description	Documents
Reports of the events organized	<a href="#">View File</a>
Any additional information	No File Uploaded

### 3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

560

File Description	Documents
Reports of the events	<a href="#">View File</a>
Any additional information	No File Uploaded

## 3.7 - Collaboration

### 3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

122

File Description	Documents
Copies of documents highlighting collaboration	<a href="#">View File</a>
Any additional information	No File Uploaded

### 3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

3

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View File</a>
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	<a href="#">View File</a>
Any additional information	No File Uploaded

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipments, etc.

The college has adequate classrooms, each of which has been equipped with A/C, projectors, CCTV, and blackboards or green boards.

The laboratories are equipped with the latest technology as per industry standards. An advanced research center in the college contains updated research tools including 64 pieces of equipment.

We have constantly updated computing facilities with 288 devices connected to both LAN and Wi-Fi.

The library is equipped with a categorization system that allows offline and online access to books, magazines, and research publications including those available through sites.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

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

The institution has provided adequate facilities for sports like a gymnasium, with latest body-building equipment, space for yoga and meditation, a room for indoor sports such as tt, carrom, chess and sufficient outdoor space to play volleyball and basketball.

There is, additionally, an NCC training area for cadets registered through the college.

Cultural activities are carried out in the 400+ seats auditorium as well as on the campus outdoors.

State and National level competitors have availed of all of the above. Coaches have been employed for training of students in boxing, cricket, football, etc. using the grounds in the vicinity.

File Description	Documents
Geotagged pictures	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

#### 4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

9

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View File</a>



**4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)****698.31540**

File Description	Documents
Upload audited utilization statements	<a href="#">View File</a>
Details of Expenditure, excluding salary, during the years	<a href="#">View File</a>
Any additional information	No File Uploaded

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

Features of library integrated managing system SLIM21 are:

Cataloguing system to catalogue any type of material: Books, Articles, Maps, Films, Cassettes, Drawings, Serial publications, Standards

Circulation system is based on library defined lending rules, fees and fine policies. Issues, returns, reissues, Member information, Physical stock verification, Shelflist, Transaction logging, deferred reservations to ensure availability of item on shelf.

Acquisition system covers all the activities from the time member makes a requisition (proposal) for an item, to the time the item is finally paid for and accessioned.

Serials Control system allows tracking receipts of issues, filing claims for issues not received, preparing binding orders, cataloguing of journals and accessioning of bound volumes.

Stats module facilitates different statistical information required for library management.

Selective Dissemination of Information service provides SLIM users to record their preferred subjects.

Library visitors entries and statistics is maintained.

Web OPAC allows Library users to login and view their loans and reservations, claim an item, status of the claimed item, list of

the books issued during academic year using standard browser.

Web Proposals facilitates users to send an online request to purchase a book for the library.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

**4.2.2 - Institution has access to the following:  
e-journals e-ShodhSindhu Shodhganga  
Membership e-books Databases Remote  
access to e-resources**

A. Any 4 or more of the above

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

**4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)**

0.98072

File Description	Documents
Audited statements of accounts	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	<a href="#">View File</a>

**4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)**

**4.2.4.1 - Number of teachers and students using the library per day during the year**

825

File Description	Documents
Upload details of library usage by teachers and students	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

The institution has an active IT policy covering WiFi, network resources, digital resources, like email, online lecture systems using Gsuite. Policies are in place for use of smart classrooms, digital libraries, online classes, online notes as well as submission of online assignments. The college regularly updates the IT infrastructure, focussing on increasing WiFi and security facilities available to members of the staff as well as students.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

### 4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
4428	225

File Description	Documents
Upload any additional information	<a href="#">View File</a>

**4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus**

A. 750 Mbps

File Description	Documents
Details of bandwidth available in the Institution	<a href="#">View File</a>
Upload any additional information	No File Uploaded

<b>4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing</b>	<b>A. All four of the above</b>
--	---------------------------------

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil
List of facilities for e-content development (Data Template)	<a href="#">View File</a>

#### 4.4 - Maintenance of Campus Infrastructure

##### 4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

698.31540

File Description	Documents
Audited statements of accounts	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

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

The college regularly gives AMC, for all the facilities in the college ranging from electricity to lifts, high-end laboratory equipment, and IT equipment including network, Wi-Fi, and security. AMC is also given for library software.

The college also appoints adequate support staff for cleaning, sports, and electronic and electrical equipment maintenance. The hiring of permanent and contractual employees is regularly done, based on need and posts vacated. They are given medical benefits and retirement benefits.

First Aid kits, stretchers, wheelchairs with stair-climbing facilities, and other medical equipment are among the range of items provided to those who require the same.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

#### 5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

73

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

#### 5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

43

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Institutional data in prescribed format	<a href="#">View File</a>

**5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology**

**A. All of the above**

File Description	Documents
Link to Institutional website	Nil
Details of capability development and schemes	<a href="#">View File</a>
Any additional information	No File Uploaded

#### 5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

0

File Description	Documents
Any additional information	<a href="#">View File</a>
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	<a href="#">View File</a>

**5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees**

A. All of the above

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	No File Uploaded
Details of student grievances including sexual harassment and ragging cases	No File Uploaded
Upload any additional information	No File Uploaded

<b>5.2 - Student Progression</b>	
<b>5.2.1 - Number of outgoing students who got placement during the year</b>	
247	
File Description	Documents
Self-attested list of students placed	<a href="#">View File</a>
Upload any additional information	No File Uploaded
<b>5.2.2 - Number of outgoing students progressing to higher education</b>	
306	
File Description	Documents
Upload supporting data for students/alumni	No File Uploaded
Details of students who went for higher education	<a href="#">View File</a>
Any additional information	No File Uploaded
<b>5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year</b>	
<b>5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year</b>	
12	
File Description	Documents
Upload supporting data for students/alumni	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
<b>5.3 - Student Participation and Activities</b>	
<b>5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year</b>	
22	

File Description	Documents
e-copies of award letters and certificates	<a href="#">View File</a>
Any additional information	No File Uploaded

### 5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

**Motto:** "In order to succeed, we must first believe that we can". The Student Council is the prime student body of Jai Hind College. It is the most variegated, apex body comprising individual representatives from all the courses across all the years. It acknowledges all the problems faced by students and comes up with meaningful solutions to solve them at the earliest possible time. It acts as a bridge between students and the college management, thereby ensuring that every student is aware of the whereabouts of college. Council members are in constant touch with their classmates and coordinate regularly with the class representatives for information dissemination, feedback and discipline maintenance, therefore any problem faced is discussed and solved in the timely meetings held with Principal Dr. Ashok Wadia every month. The Student Council strives to connect all the students of college and implement ideas for betterment of students and college as whole. Apart from being a part of maintaining academic activities, student council coordinates with all the cells and societies of college to ensure smooth functioning of everything happening in college. Student council thus binds all students, management and faculty of the college.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://jaihindcollege.com/student/student-council.html">https://jaihindcollege.com/student/student-council.html</a>

### 5.3.3 - Number of sports and cultural events / competitions organised by the institution

1



File Description	Documents
Report of the event	<a href="#">View File</a>
List of sports and cultural events / competitions organised per year	<a href="#">View File</a>
Upload any additional information	No File Uploaded

#### 5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

With the pandemic bringing life to a standstill , "Circle of Friendship" the outreach handle of the Alumni Association kept the Jai Hindites connected globally by sharing sucess stories & interesting news related to the Alumni.

"Circle of Friendship " the digital Newsletter of the Alumni Association has completed five years of its journey. The readership is growing by leaps & bounds and the positive feedback has been overwhelming. The Newsletter is also mailed to the current students thus inspiring then to excel like their seniors.

As Jai Hind College completes 75years of its existence , the Alumni Association has planned to celebrate this momentous occasion in a grand way.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional Information	Nil

**5.4.2 - Alumni's financial contribution during the year**

**E. <2 Lakhs**

File Description	Documents
Upload any additional information	No File Uploaded

#### GOVERNANCE, LEADERSHIP AND MANAGEMENT

#### 6.1 - Institutional Vision and Leadership

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

Jai Hind College centers on providing world-class education and future-forward leadership. To this end, the Principal announced a Faculty Development Workshop from July 1 to 3, 2021 to acquaint teachers with measures introduced by the National Education Policy and the Learning-Outcome Curricular Framework, organised by our IQAC. There was also a meeting convened by the Principal and the IQAC Coordinator with the entire teaching faculty on April 18, 2022, on the Credit-based Curriculum under the NEP. All departments have done exit surveys of their programmes taking relevant feedback from their students, as well as feedback from other stakeholders like their Department Boards of Studies, parents and alumni, as well as from the industry. Additionally, Question papers in the Examination were analysed based on Bloom's taxonomy's higher order thinking skills. In line with horizontal governance, an additional Academic Head position was added for the Unaided Programmes to diffuse responsibility. A Research Hub has been constituted by the Research Committee and they organised a series of lectures on Research Ethics, Intellectual Property Rights and Open Education Resources for staff and students. As the year had hybrid teaching, regular meetings were held with the faculty and notices were shared to keep them informed.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	<a href="https://www.jaihindcollege.com/important-notices/2021/Academic-Calendar-2021-22.pdf">https://www.jaihindcollege.com/important-notices/2021/Academic-Calendar-2021-22.pdf</a>

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

The institution favours initiative and encourages leadership among the staff and students alike. Various Departments have student-led initiatives and festivals such as English, Economics, Psychology, History, Philosophy, Political Science, Chemistry, Biotechnology, Mass Media, Accountancy, Management Studies, etc. The Student Council also plays an active role in the admission process of the College. Finally, there were various student-led Community Service activities and Social Service initiatives. Jai Hind College solicits the opinions of all stakeholders in the decision-making process, particularly their students. As a case study, the Exam

Committee took feedback of both the faculty and students, and found that the learning process needed change. Hence In the first half of odd semesters, we had online exams but in the second half, there were offline exams for the FY and TY students, incorporating 60% objectives and 40% subjective questions, to ensure a smooth transition to the offline mode. As the SY student body consisted of outstation students, they had online exams. Students thus participated in the decision regarding the exams, and horizontal and participative decision making was followed. Additionally, the Exam Committee appointed Exam Coordinators for each faculty - Arts, Science, Commerce and Unaided, to assist exam-related queries.

File Description	Documents
Upload strategic plan and deployment documents on the website	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Paste link for additional Information	<a href="https://www.jaihindcollege.com/student/student-council.html">https://www.jaihindcollege.com/student/student-council.html</a>

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

The College envisions to create an environment that provides education meeting international standards and being the choice institution for prospective employers. To this end, syllabi of certain Programmes were upgraded to meet industry standards. In Chemistry, topics were introduced in MSc II to respond to current research trends, skill development and competency, and also prepare them for competitive exams. Materials, Energy and Storage Devices, Cheminformatics as a computational tool, and IPR were the new topics introduced. Practicals had a literature review introduced. Weekly internship diaries were introduced as well so learning outcomes mapped. In BVoc (Software and Development), we worked on Mathematical and Statistical Models so that students can understand the basis of Artificial Intelligence, Deep Thinking, Machine Learning and Design Thinking. We also introduced the softwares JSS and REACT as these are utilised in video games. The programme was tailored to industry requirements and standards. In the BBA Programme, one introduced live projects and internships through the papers. Papers introduced on Marketing and Insurance,

Managing the Marketing Process. These changes were made to facilitate Entrepreneurship and the use of the Incubation and Accelerator Centre. Additionally, a 360 degree feedback survey was conducted by all departments and feedback was analysed.

File Description	Documents
Strategic Plan and deployment documents on the website	<a href="#">View File</a>
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.2.2 - The functioning of the various institutional bodies is effective and efficient as visible from the policies, administrative set-up, appointment and service rules, procedures, etc.

The College is active in framing policies to ensure the effective and efficient functioning within the institution and also in line with the NEP. In response to the feedback received to create a robust research oriented and gender inclusive environment. To this end, the Women's Development Cell has framed a Gender Policy Document. Jai Hind College has an academic and socially-sensitized college culture that does not make gender a criterion over merit in any kind of activity - curricular, co-curricular and extra-curricular. It encourages the equality and inclusion of all genders. It is a co-educational institution from inception and has never had gender segregation in the classroom or elsewhere. All students have access to the various facilities of the college, and there is an open door policy followed by the Management and Administration. There is zero tolerance for sexual harassment and a gender-neutral attitude is adopted for potential complaints. In line with government regulations, the College has freeships for girl students, to bridge gender gaps in education, and to ensure equity in access to education for women. To inculcate a research ethos in faculty and students, the Research Committee is working on an encouraging policy framework to be implemented next year.

File Description	Documents
Paste link to Organogram on the institution webpage	<a href="https://www.jaihindcollege.com/pdf/agar-2021-22/6-2-2-organogram-2021-22.pdf">https://www.jaihindcollege.com/pdf/agar-2021-22/6-2-2-organogram-2021-22.pdf</a>
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	Nil

### 6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	<a href="#">View File</a>
Screen shots of user interfaces	<a href="#">View File</a>
Details of implementation of e-governance in areas of operation	<a href="#">View File</a>
Any additional information	No File Uploaded

### 6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

College management was committed to timely payment of salaries of teaching and Nonteaching staff even during Covid period. College offers Nanik Rupani scholarship to teachers registered for doctoral programs towards expenses incurred during research work. Concession in mandatory five working hours was given to teachers pursuing PhD to accomplish their research work. The Covid period was difficult for all stakeholders. The college was considerate towards the health and safety of its employees. College laptops were provided to office staff to work from home during the pandemic time. A weekly plan for the reporting days for office staff was made for smooth conduct. College also adopted a hybrid mode of functioning for teachers and students during Nov 2021, when staff resumed post-Covid break. This helped in adaptation to working after the Covid period. The college also has a group Insurance scheme for its employees. A fee concession/waiver is given to children of onroll teaching & nonteaching college staff.

Training programs are organised for updation of knowledge and skills of staff. Several Workshop on Stress Management, Nutrition, Yoga, Suicide prevention tendencies were organised by the college counsellor Ms. Mahek Punjabi for Teaching and Nonteaching staff and was open to students as well.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

### 6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

1

File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	<a href="#">View File</a>

### 6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

1

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	<a href="#">View File</a>
Upload any additional information	No File Uploaded

### 6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

97

File Description	Documents
Summary of the IQAC report	No File Uploaded
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	<a href="#">View File</a>
Upload any additional information	No File Uploaded

#### 6.4 - Financial Management and Resource Mobilization

##### 6.4.1 - Institution conducts internal and external financial audits regularly

The institute conducts annual internal and external audits and any audit objections are resolved by the Finance Committee. Both Internal / External audits were conducted in the year 2021-22. The External audit was carried out by M/s NA Shah Associates LLP - Statutory Auditors while the internal auditors for the institute were M/s Hemant Sharma & Associates. The audit reports were presented & discussed in the Finance Committee meetings. A standard operating procedure is followed by the accounts department for all financial transactions. The college has a well delineated accounting structure for the funds received from government grants and the funds generated by the institute. A hierarchical authorisation of expenditure helps to keep the system in check. The transparent policies regarding finance and presence of multiple checkpoints have been instrumental in making the exercise of audit of accounts a smooth one.

Audit objections raised during the process were settled by the chief accountant. The college has an internal finance committee comprising of Board Members, Senior Faculty Members (CA), Principal, Registrar & Finance Officer of the Institute to address audit objections. With the help of this committee all the objections were settled prior to filing annual returns.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

##### 6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)

91.47425

File Description	Documents
Annual statements of accounts	No File Uploaded
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	<a href="#">View File</a>
Any additional information	No File Uploaded

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

Jai Hind College is recognized by the UGC under 12b and 2f and receives non-salary grants periodically. The institute mobilizes the funds received to upgrade the teaching-learning environment for its students. Jai Hind is also a recipient of grants from DST, DBT under the FIST & STAR schemes respectively in the past. It is a matter of pride that Jai Hind was one of the few colleges in Mumbai who received autonomy grants from RUSA to strengthen infrastructure and for capacity building. A team with a coordinator is appointed for mobilisation of funds received under these heads to ensure the mandate for the scheme is upheld. The college also receives funds from generous philanthropists for scholarships, festivals and events and to upgrade infrastructure. A well organized hierarchy in administration ensures optimal utilisation of resources for curricular, co-curricular and extra curricular student activities. A finance committee and purchase committee is constituted to rationalise the need and streamline the process of procurements. Budgeting is done for the different societies and cells of the college as well as departments for their maintenance at the commencement of the year. All the financial statements are audited by internal and external agencies to keep up the transparency.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional Information	Nil

### 6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made



during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

As post-accreditation quality initiatives, the Institute has formed a special working team for NEP implementation consisting of Vice-Principals, Academic Heads and IT Head. The Institute has also introduced various certificate courses in most departments. Jai Hind College has also actively conducted various social outreach programs under the aegis of Rotaract Club of Jai Hind College, CSR, NSS and at departmental levels.

The Institute has introduced a Research component in the form of research projects conducted as part of the syllabus for UG and PG students. While the research component has been added to the syllabi of various departments, the Institute has formed separate committees to conduct research ethically under the Research and Ethics Committee. The students are also provided by the Research Advisory Committee. The Institute has also signed MoUs with organizations like LCGC, Association of ASIA Scholars, Ritsumeikan Asia Pacific University and TCS for BBA.

Faculties have also been encouraged and guided for various government grants for research. To help students cope with academics post-pandemic, the Institute at departmental levels have also conducted remedial teaching and bridge courses. To help students holistically, the Institute has actively counseled students via various counseling and wellness activities.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

Jai Hind College has an annual goal-setting and goal-reviewing activity for teachers and has an HR Mentor in place to facilitate this process. The students also review teachers in a Teacher Assessment Questionnaire semester-wise annually. Additionally, this year, the students filled out an exit survey feedback form for all the programmes. This feedback, along with feedback mechanisms from industry experts, alumni, the Subject Boards of Studies and parents were analysed and where required, changes have

been made in the syllabi. The Question papers were analysed as well, as per Bloom's Taxonomy, to ensure that the higher order thinking skills are incorporated. The IQAC held a workshop on October 7 and 9, 2021 on Mapping of Learning Outcomes and on the Social Induction Programme planned for next year. The IQAC encourages faculty members and non-teaching staff to go for Faculty Development Programmes and utilise their learnings for the betterment of the institution, both in the classroom and outside. The faculty members encouraged students to pursue courses on SWAYAM and Coursera to add value to their knowledge enrichment. Finally, the IQAC has planned a Student Induction Programme for next year, to inculcate universal human values and foster positive personality development.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

**6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)**

A. Any 4 or all of the above

File Description	Documents
Paste the web link of annual reports of the Institution	<a href="https://www.jaihindcollege.com/pdf/aqar-2021-22/6-5-3-autonomy-progress-report-2021-22.pdf">https://www.jaihindcollege.com/pdf/aqar-2021-22/6-5-3-autonomy-progress-report-2021-22.pdf</a>
Upload e-copies of accreditations and certification	<a href="#">View File</a>
Upload details of quality assurance initiatives of the institution	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

**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 during the year**

Over the period of years many activities which include both co-curricular and extra-curricular have been conducted to help promote gender equity and gender sensitization among the students as well as staff of the college. In 2021-22, the Political Science department had conducted a webinar on Women in Indian politics. This created an awareness and sensitized the students towards the low representation of women in the field of Indian politics. The Women's Development Cell had a virtual exhibition on photos of some pioneering women writers which helped sensitize the students regarding the contribution of women in literature and provided a platform to inspire many. The Women's Development Cell also carried out a paper presentation competition at the National level which provided opportunities for the students to learn and present their academic work.

A "Gender Audit" was also conducted for the academic year 2021-22, the report of which is available on the College website (link in additional information).

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	<a href="https://www.jaihindcollege.com/pdf/agar-2021-22/7-1-1-gender-audit-report-2021-22.pdf">https://www.jaihindcollege.com/pdf/agar-2021-22/7-1-1-gender-audit-report-2021-22.pdf</a>

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment**

**B. Any 3 of the above**

File Description	Documents
Geotagged Photographs	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**7.1.3 - Describe the facilities in the institution for the management of the following types of**

degradable and non-degradable waste (within a maximum of 200 words)

The institution has taken several initiatives for the management of both degradable and non-degradable waste. Waste such as paper, and cardboard has been given for recycling. A plant leaf shredding machine has been installed for shredding of plant waste such as leaves that fall from trees and plants, plant/tree parts that are obtained during pruning and upkeep of the plants/trees. A bottle crusher has been installed for recycling of plastic bottles. A bottle crusher has been installed for recycling of plastic bottles. A composting pit has been installed for the bio-degradation of organic waste generated in the college canteen.

Hazardous chemical waste that may be generated in the laboratory. Departments such as Chemistry recycle and reuse many chemicals using recovery bottles (for individual chemicals). These can be used for qualitative analysis. Solvents are recovered by distillation and re-distillation. They follow green-chemistry (i.e., use of environment-friendly solvents). Any corrosive chemicals that are used are decanned to separate cans. Biological Sciences departments dispose-off wastes such as agarose gel containing ethidium bromide, after decontamination of the gel. Acrylamide which is used to prepare polyacrylamide gels are also fully polymerised to convert them into safe to dispose of gels.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	No File Uploaded
Geotagged photographs of the facilities	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus**

D. Any 1 of the above

File Description	Documents
Geotagged photographs / videos of the facilities	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 7.1.5 - Green campus initiatives include

#### 7.1.5.1 - The institutional initiatives for greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

C. Any 2 of the above

File Description	Documents
Geotagged photos / videos of the facilities	<a href="#">View File</a>
Various policy documents / decisions circulated for implementation	No File Uploaded
Any other relevant documents	<a href="#">View File</a>

### 7.1.6 - Quality audits on environment and energy undertaken by the institution

#### 7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions/awards
5. Beyond the campus environmental promotional activities

A. Any 4 or all of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View File</a>
Certification by the auditing agency	<a href="#">View File</a>
Certificates of the awards received	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.**

**C. Any 2 of the above**

File Description	Documents
Geotagged photographs / videos of facilities	<a href="#">View File</a>
Policy documents and brochures on the support to be provided	No File Uploaded
Details of the software procured for providing assistance	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).**

**The institution is a very sought-after educational destination for students from diverse backgrounds. As much as 30% of the student population are outstation especially from other states, belonging to different cultures, and languages. Also, various societies are available such as the Sindhi Circle, Hindi Parishad, which helps students learn about other cultures and have a healthy exchange of**

views and opinions. Societies such as the Marathi Vangmay Mandal help students learn and appreciate the culture of the state of Maharashtra.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View File</a>

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

In the academic year 2021-22, various events such as "Forum for the young parliamentarians" was organised to help imbibe democratic values, to create an awareness among the students about various political issues, form an opinion, and gain knowledge about the actual proceedings of the House.

Webinars and workshops were organised to create awareness and inculcate moral values particularly in the scenario of an online culture that prevails among the youth of this day. The important issues regarding cyber security, cyber crime, and the dark side of social media were dealt with. This was done to help students realise how to be safe in the cyber world and to understand the right ways of using the internet.

Guest lectures on "Justice, Ethics, and Violence" and "Journalistic Ethics" were organised to bring light on moral and legal aspects of several social issues and provide a moral understanding of the professional issues.

Several guest lectures were organised to sensitise the students regarding human values. These included "Philosophy of self-enquiry" for understanding of practical ethics, "Art of living", which focused on self-reflection, "Value of meditation" for developing discipline and focus, and "Stress v/s Strength" which aimed at building life skills and coping techniques.

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized**

E. None of the above

File Description	Documents
Code of Ethics - policy document	No File Uploaded
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims	No File Uploaded
Any other relevant information	No File Uploaded

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The college proactively organises and celebrates a number of national as well as international commemorative days, events and festivals during the year. Through this it also promotes awareness on various issues such as importance of the day, sensitise regarding several aspects of relationships including respect for others, tolerance, harmony and inclusivity.

A lecture was organised in collaboration with the Indian Women Scientist's Association on the occasion of World Mangrove day to create awareness about the importance and conservation of



Mangroves. Teacher's Day was celebrated to recognise the service rendered by teachers of this world. Science day was organised to highlight the significant role of science in society. Local school children were invited to visit the science laboratories. Women's day was celebrated to express love and gratitude towards the contribution of women in our lives. A symposium was organised on World Tourism day. National Voter's day was organised to sensitize participants regarding the importance of voting. A virtual display of audio books collection on Mahatma Gandhi was organised during the month of October to commemorate his birth anniversary. Vachan Prerna Divas was organised to encourage students to read books written by Dr. A P J Abdul Kalam.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	<a href="#">View File</a>
Geotagged photographs of some of the events	No File Uploaded
Any other relevant information	<a href="#">View File</a>

## 7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

**Best Practice 1: Adaptability to new challenges online/hybrid and offline mode of teaching using new technologies.**

**Objectives:** Experiential Learning through internship and competition: The institute devotes to imbibe skills development among the students to enhance the employability and the various skills such as leadership, time management, team building, team work.

**The Practice:** Beside going fully offline, formulating a marksheet which highlights the students given an offline exam. E-resources used for assessment, study material sharing, CA2 presentation, interactive teaching, online research presentations, conducting proctored exam.

**Evidence of success:** Students Attendance was automatically calculated. The results were also 90%.

**Problems Encountered:** large networks. Convincing students for offline lectures/exams.

**Best Practice 2:** One time issuing of library cards.

**Objectives:** To reduce carbon footprint.

**The Context:** Time and resources needed to be spent separately for the issue of cards for students each year from all streams.

**The Practice:** Library cards are issued for complete courses (i.e., issue of 4 cards for three years) instead of issuing a set of 4 cards per student per year.

**Evidence of success:** This helped save stationery and also time of staff to reissue cards every year.

**Problems Encountered:** Issue of Duplicate cards if students lose the card/s.

File Description	Documents
Best practices in the Institutional website	<a href="https://jaihindcollege.com/pdf/agar-2021-22/7-2-1-best-practices.pdf">https://jaihindcollege.com/pdf/agar-2021-22/7-2-1-best-practices.pdf</a>
Any other relevant information	Nil

### 7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

At Jai Hind, we believe in nurturing 'job creators' rather than 'job seekers'. The College has worked towards achieving this goal through promotion of entrepreneurship, and nurturing innovative ideas through establishment of an 'Incubation and Accelerator Centre' (IAC) as a co-working space for incubated startups to carry out research, innovate and to nurture young businesses. The IAC provides access to regular mentoring sessions by industry experts, a state-of-the-art co-working space as well as technical and financial assistance. More than 50 mentoring sessions have been conducted by renowned industry experts such as 'Start-Up Valuation - Defining Finance Streams'. The incubator has also been organising the Pre-Incubation Program in collaboration with

Wadhvani Foundation generating 50+ practice ventures. This helped the E-cell in gaining recognition from Governmental Organisations like Startup India and the Maharashtra State Innovation Society. The Entrepreneurship Cell and Skill Hub of Jai Hind College has continuously crafted and dispensed the right platforms to foster 'out-of-the-box ideas' by holding skill-building sessions, ideation workshops, prototype demonstrations and organising events such as 'The Global Entrepreneurship Summit' which provides a platform for young minds to interact with Industry experts, attend masterclasses and experience the Startup Competition.

File Description	Documents
Appropriate link in the institutional website	<a href="https://www.jaihindcollege.com/pdf/agar-2021-22/7-3-1-institutional-distinctiveness-2021-22.pdf">https://www.jaihindcollege.com/pdf/agar-2021-22/7-3-1-institutional-distinctiveness-2021-22.pdf</a>
Any other relevant information	No File Uploaded

### 7.3.2 - Plan of action for the next academic year

The year 2022-23 heralded the arrival of 'student-centric learning'. This shift in focus from teacher to the learner has made it necessary for all of us to adopt and adapt to this new format. The IQAC will therefore redirect its efforts towards framing of syllabi in the CBCS format keeping in mind the LOCF format as suggested by the UGC. Departments will be guided towards this achievement through holding seminars and workshops. Enhancement of skills is another key issue which will be addressed through incremental growth of certificate courses in the skill sector with an aim to nurture employable citizens of tomorrow. The College is committed to create a research culture amongst its students and faculty. To streamline the efforts in this direction, a research committee will be formed which will work towards the framing of policies and guidelines related to research, doctoral degree, plagiarism, and the like. Departments will also be urged to initiate community outreach programs extensively as theses will promote holistic development of students and help them become responsible citizens. In concurrence with this, the IQAC will encourage and promote 'green initiatives' amongst all faculty and students, in diverse sectors.