

MHCOGN10368

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

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
BANGALORE
INDIA**



**JAI HIND COLLEGE
BASANTSING INSTITUTE OF SCIENCE AND
J.T. LALVANI COLLEGE OF COMMERCE
23-24, Backbay Reclamation
“A’ Road
Mumbai-400020
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VISION STATEMENT

To provide world class education

MISSION STATEMENT

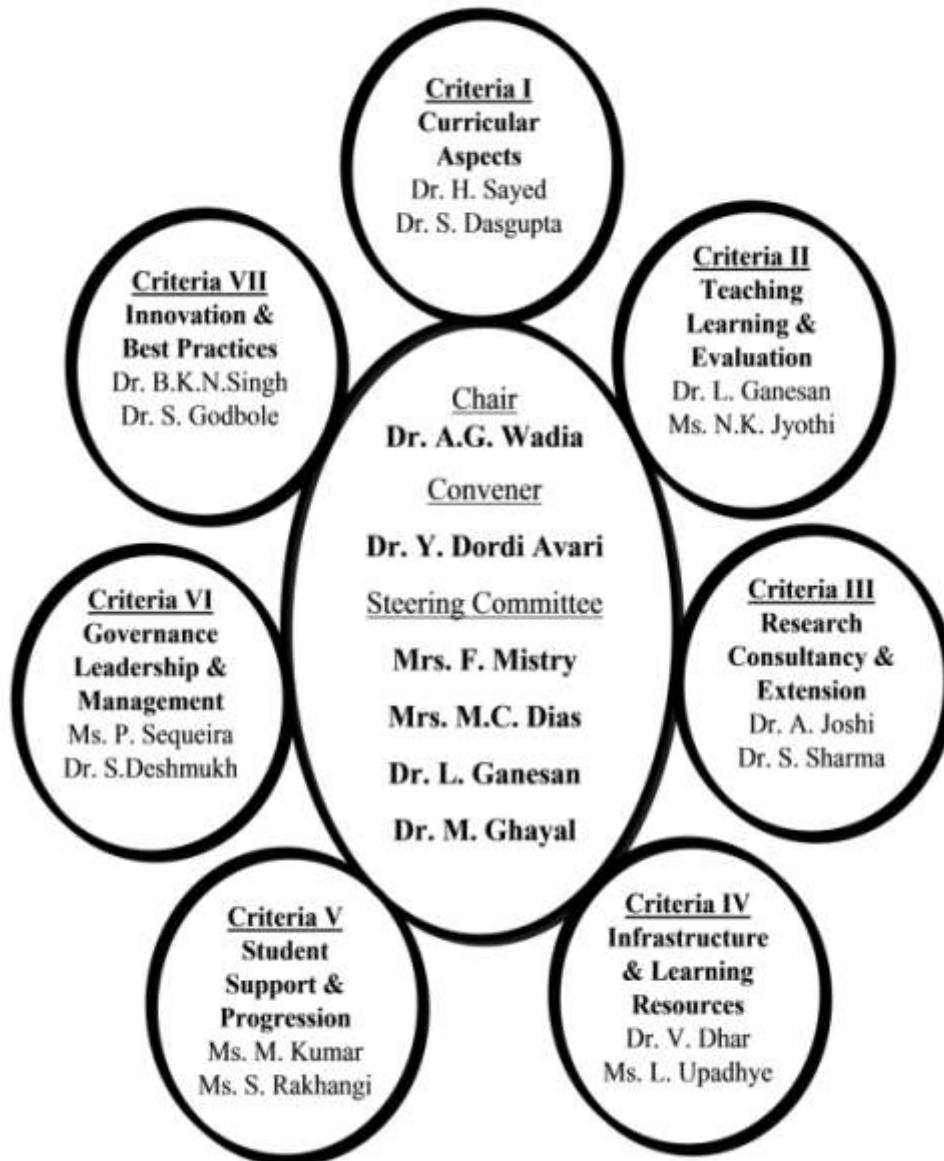
To be the institution of choice for students and employers alike, known for producing good citizens and leaders by providing a well rounded education of international standards

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NAAC STEERING COMMITTEE



PRINCIPAL'S MESSAGE

I have great pleasure in submitting the self-study report of our college to NAAC for reaccreditation which has been prepared after careful and critical evaluation of all the academic, co-curricular and extra-curricular activities of the institution. The college has worked upon the Peer Team Recommendations given after the last re-accreditation in February 2010. The institution has since then undergone significant changes. The growth is both qualitative and quantitative.

The history of the college is an inspiration by itself: it was started by a few teachers from Sind after partition. The founder Principal T. M. Advani went on to become Vice Chancellor of the University of Mumbai and later the Vice Chancellor of Kashmir University.

The growth of the institution which was envisaged in the dream of a few founder teachers, from two rooms into a multi- faculty premiere institute, now housed in two buildings, over six decades, and sought after by students, is a success story which inspires many.

The college has state-of-the-art classrooms with LCD projectors, sound system, Wi-Fi, Internet/LAN connectivity, project room, computer laboratories, reprographic facility, and basement with spaces earmarked for Gymkhana, students' common room, yoga, and rehearsal of cultural activities. We also have an Interactive Learning Center, an Auditorium and an Audio Visual Room. The infrastructure and ICT facilities are regularly upgraded. Structural audit of the main building has been completed and green measures have been adopted.

BAF and BFM were introduced in 2010-11, and MCom, BSc IT and second divisions of BMM and BMS have been started on demand, after the new building became functional. Several certificate courses have also been introduced by many departments to add value to the curriculum.

Recently, the college received a grant of seventy lakhs under FIST from DST. A *Centre for Research* is planned and the work of setting up the laboratory is in progress. We are also working towards more industrial collaborations. The major thrust areas in the last five years have been research and integrating ICT tools into teaching-learning. The college is also aware of its social responsibility and promotes, in a big way, extension activities through its various cells and societies.

The institution strongly believes that one of the important goals of higher education is national growth and that *Inclusive Education* and *Entrepreneurship* are the two most important strategies which will help us achieve this goal. Through a support system of mentoring, tutoring, and counseling, and the language lab, the individual needs especially of the

disadvantaged/differently-abled students are being addressed. A Mentor Cell is also in place to counsel, monitor and assist students. The E cell of the college affiliated to the NEN, promotes an entrepreneur culture among students. The latest feather in the cap is that the college has been recognized as a *Centre of Excellence* with the addition of the new dimension of rural social entrepreneurship started at Baramati.

Our future plans include foreign collaboration with faculty exchange, and autonomy. As a preparatory step towards autonomy, a College Board of Studies (BOS) has been instituted for the self-financing programs with representation from all stakeholders. The college is also working on collaboration with industries and corporate houses and organizing workshops to equip our students with the skills to improve their employability quotient.

The progressive management, the faculty who form its backbone, the students who are its ambassadors and who represent the Jai Hind spirit "I Will & I Can", and the active alumni are working in tandem to take the institution towards its vision of world class education.

EXECUTIVE SUMMARY

Jai Hind College promotes quality education of international standards in response to the changing global needs of society in keeping with its Mission. Education today needs to be secular, liberal, progressive and sensitive to the needs of the underprivileged and disadvantaged. The core values are revisited time and again so as to enhance respect for a pluralistic and multicultural outlook which forms the base of a healthy society. This helps produce good citizens and leaders, who will work towards national development and form the core of the growth that the college envisages.

Jai Hind College is affiliated to the University of Mumbai and therefore has to adhere to the curriculum designed by it. However, many faculty members are on the Board of Studies and hence contribute valuably towards curriculum development. Additionally the college has devised ways and means to go beyond the curriculum and overcome the constraints of the syllabi framed by the University, by introducing several certificate courses in various subjects. Stakeholders such as parents are kept aware of the curriculum through regular Parent-Teacher meetings/orientations/notifications on college web-site.

A new initiative of the college was to constitute a *College Board of Studies* for the self-financing courses which includes industry experts who give their inputs on curriculum, Alumni and students help identify the lacunae and take appropriate measures to enhance the quality of the program. This is a small step towards autonomy.

The college strives to provide skill oriented programmes. The Entrepreneurship cell gives hands - on training to young entrepreneurs through workshops, seminars and talks by eminent personalities. Academic development opportunities are offered to both the teaching and non-teaching staff of the college.

The admission process of the college is transparent and efficient. Its reputation as a premier college attracts the best students. To enhance the process of teaching-learning, newer ICT tools are made available to both the tutor and the taught. Students are encouraged to go beyond the syllabus and achieve their optimal potential. They participate confidently in seminars, where they present posters/papers and involve themselves in research work, which inculcates a yearning for knowledge and a scientific temper.

To ensure inclusive teaching-learning, slow learners and learners from disadvantaged groups are identified and are formally and informally assisted by the teachers. A variety of teaching methodologies are used to make the learning process student - centric, and to get the best out of the learner. Greater participation in research activities is encouraged in the form of projects/

seminars which are sponsored by various bodies like ICHR, ICSSR, UGC, and industry.

Assessment of teacher quality by students is regularly done through the Teacher Assessment Questionnaire (TAQ) that appraises the administration and the teachers to review performance. Excellence in teaching is emphasized upon, and visiting faculty who are specialists in their field, are appointed to teach the subject in the area of their expertise, particularly in the self-financing courses. The management encourages professional growth of faculty by sanctioning leave/travel grants to teachers who are presenting papers in national and international conferences.

Undergraduate Research is also encouraged through “Avishkaar” a University of Mumbai endeavour. At the college level the spirit of enquiry is encouraged through the science exhibition X’plore which helps to ignite an interest in the Basic Sciences. Industrial Visits are organized by various departments and consultancy projects are undertaken by the department of Microbiology. These are some of the ways by which we keep track of the demands and expectations of the industrial sector.

The Teachers’ Academic Forum organizes seminars annually and its publication “*Different Strokes*” is a refereed journal with an ISSN number.

Academic collaborations and exchange programmes at the International and National level have been established. Some of the significant ones are the Ontario-Maharashtra - Goa (OMG) Programme with Canadian universities for student exchange; University of Bournemouth, Fraser Valley, Nottingham Trent and the Bluebridge Study India Programme.

The Principal is a member of the Quality Improvement and Technology Committee of the IMC and a member of the Educational Scholarship Committee of Priyadarshini Academy. The College also has a professional tie-up with the National Entrepreneurship Network (NEN) since 2007 and is now recognized as Wadhvani Center of Excellence.

The college believes in providing the students with a platform to explore & experiment, and broaden their horizons. The college hosts several inter-collegiate fests, inviting quality participation by bringing together some of the brightest minds of the city and country. Through such events, the college aims to develop and propagate the need for practical applications of academic learning in its students.

The planning and execution of events on such a large scale results in the students honing soft skills like leadership, event management and crisis management. Working for the festival assists the students in developing their intrapersonal and interpersonal communicative skills. It teaches the students to take up responsibilities thereby inculcating marketing and managerial skills. Intercollegiate BMS festival Talaash also works towards a social cause.

The students performed the largest bike rally to spread helmet-awareness amongst the youth.

The College Social Responsibility Cell (CSR) is extremely active and works along with students of NSS, Rotaract, WDC, Extension Activity Cell, Gymkhana and many other departmental societies involved in imparting requisite life skills and sensitivities towards social issues, making them catalysts in the process of change.

Some of the endeavours include Anti-Tobacco and Anti-Smoking Signature Campaign; Competition on Gender Equality; Cyber Security and Anti-Corruption Movement. We promote NGOs to conduct exhibition of self-made products by under-privileged women to encourage Women's Empowerment. The NSS team in collaboration with three NGO's i.e. Blue Ribbon Movement (BRM), Red Ribbon Club (RRC) and United Way of Mumbai create awareness among people about the civic issues and health issues in our society.

The Audio-Visual Centre, auditorium, fully equipped class rooms with LCD projectors, white board, and interactive projectors, make teaching-learning a holistic experience. The well-equipped laboratories, the Interactive Learning Centre and the Center for Research further enrich the experience. The library is well-stocked, air-conditioned and automated with multimedia and e-resources. Wi-Fi connectivity is available in certain areas of the college. Security measures have been put in place by installation of CCTVs and a Public Address System.

Discipline is the hallmark of a Jaihindite and the USP is the liberal environment that prevails at all levels. The Ragging Prohibition Committee maintains discipline among students and does not desist from taking strict measures against defaulters. There is no discrimination on the basis of caste, creed, culture or gender though it is a Sindhi minority college.

The Student Council actively assists the administration as well as involves its student members in several activities. The Public Relations Cell (PR Cell) updates the college website as well as liaisons with the media. A vibrant Placement Cell facilitates campus recruitment and internships.

The alumni believe in contributing to their alma mater. This was truly exemplified when our alumnus contributed generously by facilitating the construction of the Sheila Gopal Raheja Building. Jai Hind boasts of a very distinguished alumni association.

At Jai Hind the leadership believes in decentralization. Delegation of authority is done to competent personnel. An annual Academic Audit is carried out through annual presentations by all departments/societies. With a special focus on quality enhancement, NAAC Criteria presentations were introduced as an annual feature. An analysis of *Strengths - Challenges - Opportunities - Threats*

(SCOT) is carried out by each department which helps in the sharing of best practices and institutionalizing them.

The Management and trustees of our college also take a keen interest in the working of the institution and keep abreast by holding regular and periodical meetings with the Principal and Vice Principals. They are also members of IQAC and LMC.

The innovative/best practices of the college reflect its constant quest for excellence which is facilitated by the active role played by the IQAC. Through the mechanism of feedback from all stakeholders, such as exit poll from outgoing students, student appraisal of teachers and feedback from parents, we monitor and enhance the quality of the Institution. The involvement of students in CSR, Fests, and the activities of the E-Cell, helps the college achieve its aim of providing a holistic education, providing for perfection on all scores.

The college has endeavored to fulfill the recommendations of the NAAC Peer Team. Some of them are highlighted as under

MCom, BSc (IT) and short term courses in *International Relations*, *Digital Media Marketing*, *Financial Markets*, have been introduced recently. Many Certificate Courses including one on *Indian Cultural Heritage* have been introduced for the in-house students across different streams

Up-gradation and automation of library has been carried out through the introduction of the SLIM package and digitalization of the library. E-resources have been added with the introduction of INFLIBNET (NME - ICT). The library also has an institutional repository.

Over the last 5 years the Institution has improved the ICT facilities by increasing the number of computer laboratories and all departments have laptops/computers. The college has commissioned an *Interactive Learning Center* with computers, an interactive projector and a language lab. Additionally the band width of the internet facility has been increased to 10 Mbps through a 5 Mbps MTNL-VPN and Aircel 4 Mbps lease line Wi-Fi facility along with 1 Mbps Reliance internet. Wi-Fi is also available in the staff room and library faculty corner. The college is also using Edusync for content development and sharing study material where individual students are connected to their faculty through the digital classroom.

The management had provided seed money to fund the in-house research Journal '*Different Strokes*', students research through X'plore and to encourage research (PhD) scholars.

SCOT ANALYSIS

Strengths:

- As incorporated in our Mission Statement, the Institution has a global vision in keeping with the needs of time.
- Progressive and supportive management which encourages scholarship
- A benevolent administration which offers several welfare measures for teaching and non-teaching staff
- Discipline tempered with a liberal and democratic environment to maximize the potential of the students
- Highly qualified and enthusiastic faculty using innovative methods of teaching to enrich the teaching- learning process.
- The excellent growth and performance of students in academics and extra-curricular activities.
- The inclusive practices in our admission and the follow up measures as in mentoring of the marginalized and differently abled students in the form of freeships, scholarships, and other forms of academic support
- Safe and conducive environment of the college making this a college of choice for female students who do particularly well at all levels.
- Our graduates, who are sought by employers, and who are true global citizens, future leaders and nation builders; sensitive to ethical, moral and environmental issues.

Challenges:

- Limitation of space and funds which restricts laboratory expansions and other ambitious projects on campus, and which also hampers research culture among faculty and students
- Students to teacher ratio high as per government admission policy which prevents effective interaction.

Opportunities:

- Credit based grading and semester system has made students more regular and testing methods more innovative.
- Through mentoring, tutoring, remedial courses etc., we address the difficulties arising from high student-teacher ratio
- Advent of ICT has motivated teachers to make use of innovative technology (e.g. Smart boards) to make lectures interactive
- Our students are trained in entrepreneurial and soft skills to meet the demands of the global markets
- A learn and earn culture is facilitated, mainly for the commerce students to gain work experience.
- Globalization has thrown up many opportunities for research particularly industry academia linkage, internships and consultancy which the college is working to capitalize on.

Threats:

- The cost of running an educational institution has spiraled and comparatively the funds generated through fees collected is inadequate, which poses a problem to even the most philanthropic and resourceful managements.
- Competition from attractive, lucrative professional courses has reduced the demand for traditional programmes
- Migration of families to the suburbs and preference to pursue professional courses/self financing courses, has led to a decline in numbers

In conclusion it may be said that the dream of our founding fathers to disseminate value-based education has today evolved to provide world-class education. The invincible spirit of all the stake holders of the college has grown from strength to strength and has given credence to our motto: **I WILL AND I CAN**



SELF-STUDY REPORT

1. Profile of the Affiliated/Constituent College

1. Name and Address of the College:

Name :	Jai Hind College	
Address :	23 - 24, Backbay Reclamation, "A" Road, Churchgate,	
City : Mumbai	Pin : 400 020	State : Maharashtra
Website :	www.jaihindcollege.com	

2. For communication :

Telephone with STD code:	O: 022 22040256
Fax:	022 2281 9504
Email	contactus@jaihindcollege.com
Principal	Name: Dr A.G. Wadia Mobile: 98206 12400 Email: wadiaashok20@yahoo.com
Vice Principal	Name: Mrs F. J. Mistry Mobile: 98216 62186 Email: mistryfidi@rediffmail.com
Steering Committee Co-ordinator	Name: Dr Yasmina Dordi Avari Mobile: 96199 69229 Email: avarisince91@yahoo.com

3. Status of the Institution:

- Affiliated College
Constituent College
Any other (specify)

<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

4. Type of Institution:

a. By Gender

- i. For Men
ii. For Women
iii. Co-education

<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>

b. By Shift

- i. Regular
ii. Day
iii. Evening

<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

5. It is a recognized minority institution?

Yes
 No

If yes specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.

Linguistic Minority Certificate - Enclosure 1 Pg. 22

6. Sources of funding:

i. Government	
ii. Grant-in-aid	✓
iii. Self-financing	
iv. Any other	

7. a. Date of establishment of the college: 26/08/1948 (dd/mm/yyyy)

b. University to which the college is affiliated/or which governs the college (If it is constituent college) University of Mumbai

Approval of Courses from Affiliating University - Enclosure 2 Pg. 23

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks(If any)
i. 2 (f)	UGC Certificate - Enclosure 3 Pg. 25	
ii. 12 (B)		

(Enclosed Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

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

Under Section/ clause	Recognition/ Approval details Institution / Department Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i.	NOT APPLICABLE			
ii.				
iii.				
iv.				

(Enclose the recognition/approval letter)

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

Yes No

If yes, has the College applied for availing the autonomous status?

Yes

No

9. Is the college recognized

a. by UGC as a College with Potential for Excellence (CPE)?

Yes

No

If yes, date of recognition: NA (dd/mm/yyyy)

b. for its performance by any other governmental agency?

Yes

No

If yes, Name of the agency NA and

Date of recognition: NA (dd/mm/yyyy)

10. Location of the campus and area in sq.mts:

Location *	Urban
Campus area in sq. mts.	2903.03 sq.mt (Main Building) + 1451.52 (New Building)
Built up area in sq. mts.	8709.10 sq.mt (Main Building) + 6503.20 (New Building)

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

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

- **Auditorium/seminar complex with infrastructural facilities:**
The college has a 526 seater auditorium used for co-curricular and cultural events of the college and 120 seater audio-visual center used extensively for conducting seminars.
- Sports facilities
 - * **Play ground** - The college does not have a play ground, however the same is hired for college sports of football and cricket. Annual Sports Day is conducted on the University sports ground.
 - * **swimming pool** ✕
 - * **Gymnasium** - The college has a gymkhana room for indoor facilities like carrom, table-tennis, boxing unit and chess. Facilities of treadmill and weights are available for students and staff.
- **Hostel** ✕
 - * **Boys' hostel**
 - i. Number of hostels

- ii. **Number of inmates**
- iii. **Facilities (mention available facilities)**

- * **Girls' hostel**

- i. **Number of hostels**
- ii. **Number of inmates**
- iii. **Facilities (mention available facilities)**

- * **Working women's hostel**

- i. **Number of inmates**
- ii. **Facilities (mention available facilities)**

There are government hostels nearby and the students' council facilitates identification of nearby hostels and paying guest accommodation and guides the outstation students.

- **Residential facilities for teaching and non-teaching staff (give numbers available - cadre wise)**
- **Cafeteria** - The college has a canteen, which serves wholesome food, the functioning of which is overseen by a committee of faculty and students. There is also a cafeteria available on the campus.
- **Health centre** - The College has facilities for a stretcher, wheelchair, camp-cot, and first aid boxes available in the staff common room, administrative office, and laboratories. There is an on-call doctor on campus and another associated with a nearby clinic A to Z Clinic at Marine Lines.
- **First aid** ✓
- **Inpatient, Outpatient, Emergency care facility, Ambulance**
- **Health centre staff -**
Qualified doctor On call
Qualified Nurse Nil
- **Facilities like banking, post office, book shops** The college is strategically situated near the railway station and has a post office and a bank in the vicinity. The college has an association with Union Bank of India for collection of student fees, DD facilities and opening account for students for general purpose and scholarship. They are also the bankers of the college management.
- **Transport facilities to cater to the needs of students and staff**
 The college is situated at five minute walking distance from the railway station and well connected by several bus routes.
- **Animal house**
- **Biological waste disposal** The college has mainly microbial waster, which are disinfected, autoclaved (sterilized) before disposal
- **Generator or other facility for management/regulation of electricity and voltage**
- **Solid waste management facility** Wet and dry waste are segregated before disposal. There is also a vermiculture pit and the

compost obtained is used for the garden.

- **Waste water management** The condensed water from the ACs is used for general lab purpose.
- **Water harvesting**

12. Details of programmes offered by the college (Give data for current academic year)

Sl. No.	Program me Level	Name of the Programme/ Course	Duration	Entry Qualificat ion	Medium of instructi on	Sanction ed/ approve d Student strength	No. admitte d
Under-Graduate							
1.	BA		3 years	12 th	English	FY 276	227
						SY 240	176
						TY 240	157
2.	BSc		3 years	12 th	English	FY 276	164
						SY 240	113
						TY 240	117
3.	BCom		3 years	12 th	English	FY 520	380
						SY 480	353
						TY 480	334
4.	BMS		3 years	12 th	English	FY 138	136
						ST 120	119
						TY 66	65
5.	BMM		3 years	12 th	English	FY 138	136
						SY 60	59
						TY 66	65
6.	BBI		3 years	12 th	English	FY 69	68
						SY 60	56
						TY 60	51
7.	BAF		3 years	12 th	English	FY 69	69
						SY 60	60
						TY 66	66
8.	BFM		3 years	12 th	English	FY 69	69
						SY 60	61
						TY 60	60
9.	BSc IT		3 years	12 th	English	FY 69	66
						SY 60	30
						TY 60	0
Post-Graduate							
1.	MSc (Chem.)		2 years	BSc	English	I 10	10
						II 10	5
2.	MCom (Advanced Accountancy)		2 years	MCom	English	I 60	60
						II 60	37

Integrated Programmes						
	PG					
	PhD					
	MPhil					
	PhD	Botany	-	MSc	English	6 3
Certificate courses						
1.	Basic Astronomy	8 weeks	12 th	English	15	15
2.	Forensic Science	20 contact periods	12 th	English	30	19
3.	Android Apps, Game Development & Oracle	3 days	12 th	English	25	25
4.	Entrepreneurship Elementary & Entrepreneurship Advanced Course	8 weeks	12 th	English	60 (2 batches) 35	60 (2 batches) 35
5.	International Relations	30hours	12 th	English	50	50
6.	Risk Management	20 hours	12 th	English	25	25
7.	Financial markets	12 hours	12 th	English	60	60
8.	Digital media marketing	12 hours	12 th	English	60 (2 batches)	90
9.	Indian Cultural Heritage	40 hours	12 th	English	50	43
Diploma						
	UG					
	PG					
	Any Other					

13. Does the college offer self-financed Programmes?

Yes No

If yes, how many?

14. New programmes introduced in the college during the last five years if any?

Yes No

Number

15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Particulars	UG	PG	Research (M.Sc. by research + Ph.D.)
Arts UG - 07	Economics		
	English		
	History		
	Political Science		
	Philosophy		
	Psychology		
	Mass Media		
Science UG - 09 PG - 1 Research - 01+01	Botany		Botany PhD
	Biotechnology		
	Chemistry	Chemistry	Chemistry (M.Sc. Research)
	Computer Science		
	Information Technology		
	Life Sciences		
	Mathematics		
	Microbiology		
	Physics		
Commerce UG - 04 PG - 01	Accounts	Advanced Accountancy	
	Business Law		
	Commerce		
	Environmental Studies		
	Management Studies		
	Banking & Insurance		
	Accounting & Finance		
	Financial Markets		

16. Number of Programmes offered under (Programme means a degree course like BA, BSc, MA, MCom.)

- a. annual system
- b. semester system
- c. trimester system

17. Number of Programmes with

- a. Choice Based Credit System
- b. Inter/Multidisciplinary Approach
- c. Any other (specify and provide details)

18. Does the college offer UG and/or PG programmes in Teacher Education?

Yes

No

If yes,

- a. Year of Introduction of the programme(s) NA
(dd/mm/yyyy)
and number of batches that completed the programme
- b. NCTE recognition details (if applicable) NA
Notification No.: Date:
(dd/mm/yyyy) Validity:.....
- c. Is the institution opting for assessment and accreditation of
Teacher Education Programme separately? NA
Yes No

19. Does the college offer UG or PG programme in Physical Education?

Yes No

If yes, NA

- a. Year of Introduction of the programme(s) NA
(dd/mm/yyyy)
and number of batches that completed the programme
- b. NCTE recognition details (if applicable) NA
Notification No.: Date:
(dd/mm/yyyy) Validity:.....
- c. Is the institution opting for assessment and accreditation of
Physical Education Programme separately? NA
Yes No

20. Number of teaching and non-teaching positions in the Institution

Positions	Teaching faculty								Non-teaching staff		Technical staff	
	Professor		Associate Professor		Assistant Professor		PT Assistant Professor		*M	*F	*M	*F
	*M	*F	*M	*F	*M	*F	*M	*F				
Sanctioned by the UGC/ University /State Government (Incl. Librarian)	0	0	3	14	41		3		45		35	
<i>Recruited</i>	0	0	3	14	7	27	2	0	33	10	34	1
<i>Yet to recruit</i>	0	0	0	0	7		1		2		0	
Sanctioned by the Management /society or other authorized bodies												
<i>Recruited</i>	0	0	0	0	5	19	1	0	12	11	8	0
<i>Yet to recruit</i>												

*M-Male *F-Female

21. Qualifications of the teaching staff: (2014-15)

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	0	0	0	0	0	0	0
Ph.D.	0	0	2	9	4	15	30
M.Phil.	0	0	0	0	0	3	3
PG	0	0	1	5	5	17	28

Temporary teachers							
D.Sc./D.Litt.	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0
PG	0	0	0	0	3	11	14
Part-time teachers							
D.Sc./D.Litt.	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0
PG	0	0	0	0	1	2	3

22. Number of Visiting Faculty /Guest Faculty engaged with the College.

108

23. Furnish the number of the students admitted to the college during the last four academic years.

	Year 1		Year 2		Year 3		Year 4	
	2010 - 11		2011 - 12		2012 - 13		2013 - 14	
Categories	M	F	M	F	M	F	M	F
SC	8	17	14	12	11	23	8	32
ST	3	0	1	3	2	0	2	3
OBC	20	14	13	15	15	28	18	18
General	1125	1615	1064	1756	1102	1686	1263	1542
Others	3	7	5	5	6	2	7	3

24. Details on students enrollment in the college during the current academic year:

Type of students	UG	PG	MPhil	PhD	Total
Students from the same state where the college is located	2817	114	0	0	0
Students from other states of India	437	0	0	0	0
NRI students	3	0	0	0	0
Foreign students	0	0	0	0	0
Total	3257	114	0	0	0

25. Dropout rate in UG and PG (average of the last two batches

UG 0

PG 0

26. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

	Including Salary (Amt in Rs.)	Excluding Salary (Amt in Rs.)
2010-11	27222	3907
2011-12	32751	3856
2012-13	39614	4147
2013-14	53442	5221

27. Does the college offer any programme/s in distance education mode (DEP)?

Yes No

If yes, NA

a) Is it a registered centre for offering distance education programmes of another University?

Yes No

b) Name of the University which has granted such registration.

c) Number of programmes offered

d) Programmes carry the recognition of the Distance Education Council.

Yes No

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

Sr. No.	Name of the Course	Teacher:Student Ratio
1.	BA	1:28
2.	BSc	1:9.4
3.	BCom	1:66.7
4.	BMS	1:100
5.	BMM	1:60
6.	BBI	1:90
7.	BAF	1:60
8.	BFM	1:90
9.	MCom (Advanced Accountancy)	1:7.5

29. Is the college applying for

Accreditation: Cycle 1 Cycle 2 Cycle 3 Cycle 4

Re-Assessment:

(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re-accreditation)

30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1: 29/04/2003 Accreditation Outcome/Result "A"

Cycle 2: 28/04/2010 Accreditation Outcome/Result "A" 3.26

Cycle 3: (dd/mm/yyyy) Accreditation Outcome/Result

Accreditation certificates and peer team reports - Enclosure 4 Pg. 26

31. Number of working days during the last academic year.

180 days

32. Number of teaching days during the last academic year

(Teaching days means days on which lectures were engaged excluding the examination days)

180 days

33. Date of establishment of Internal Quality Assurance Cell (IQAC):

05/12/2005

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC.

AQAR (i) 24/04/2011 (dd/mm/yyyy)

AQAR (ii) 04/05/2012 (dd/mm/yyyy)

AQAR (iii) Uploaded on 17/12/2013 (dd/mm/yyyy)

35. Any other relevant data (not covered above) the college would like to include. (Do not include explanatory/descriptive information)

Enclosure1
Minority Certificate

२५६

महाराष्ट्र शासन
सक्षम प्राधिकारी तथा अपर मुख्य सचिव
अल्पसंख्याक विकास विभाग,
मंत्रालय, मुंबई - ४०० ०३२.

क्रमांक: अरीस-२००८/प्र.क्र.१३३/२००८/का.५.

दिनांक :- २७/०९/२०१२

अल्पसंख्याक दर्जाच्या मान्यतेचे प्रमाणपत्र

सिंधू ऐन्युकेशनीयट असोसिएशन, ३० रोड, चवंगट, मुंबई ४०० ०२० या शैक्षणिक संस्थेने त्यांच्या संस्थेस भाषिक अल्पसंख्याक शैक्षणिक संस्था म्हणून दर्जाच्या मान्यतेचे प्रमाणपत्र मिळण्यासाठी दि. १६/११/२०११ रोजी अर्ज सादर केला होता. दि. २७/०९/२०१२ रोजी माझ्या समक्ष संबंधित संस्थेसोबत झालेल्या सुनावणी दरम्यान संस्थेच्या पदाधिकार्यांनी केलेल्या सादरीकरणानाच्या आधारे सदर संस्था ही अल्पसंख्याक विकास विभाग, शासन निर्णय, क्र.अरीस-२००८/प्र.क्र.१३३/२००८/का.५, दि.४ जुलै, २००८ अन्वये विहित करण्यात आलेल्या निकषांतर्गत राज्य शासनाने घोषित केलेल्या भाषिक (सिंधी) अल्पसंख्याकांमधील व्यक्तींकडून अथवा व्यक्तींच्या समुदायांकडून स्थापित व संचालित करण्यात येत असल्याबाबत माझे समाधान झाले आहे. परिणामतः सदर संस्था ही भारतीय संविधानाच्या कलम ३० अन्वये अल्पसंख्याक शैक्षणिक संस्था असल्याचे माझारे घोषित करण्यात येत आहे.

हे प्रमाणपत्र केवळ महाराष्ट्र राज्यापुरते लागू असेल. सदर संस्थेस प्रदान करण्यात आलेला भाषिक अल्पसंख्याक दर्जा हा संस्था संचालित करत असलेल्या सर्व शैक्षणिक शाखांना लागू राहिल.

उपरोल्लेखित शैक्षणिक संस्थेस माझारे प्रदान करण्यात आलेला भाषिक अल्पसंख्याक दर्जा हा शैक्षणिक वर्ष २०११-१२ पासून विधिप्राप्त असेल. संबंधित संस्थेने अल्पसंख्याक विकास विभाग, शासन निर्णय, क्र.अरीस-२००८/प्र.क्र.१३३/२००८/का.५, दि.४ जुलै, २००८ अन्वये विहित करण्यात आलेल्या निकष व अटीटी सातत्याने व विनिर्देशपूर्वक पूर्तता करणे बंधनकारक राहिल.




टी.एफ. शेकेकरा

(टी. एफ. शेकेकरा)

सक्षम प्राधिकारी तथा अपर मुख्य सचिव
अल्पसंख्याक विकास विभाग, महाराष्ट्र शासन
मंत्रालय, मुंबई-४०००३२

Enclosure 2
Approval of Courses from Affiliating University

University of Mumbai



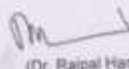
AFFILIATION SECTION
No. AE/ JCD/2014-15/2758
25th November, 2014

TO WHOMSOEVER IT MAY CONCERN

This is to certify that Jai Hind College, Basantsing Institute of Science & J. T. Lalvani College of Commerce, 23-24, Backbay Reclamation, "A" Road, Mumbai-400 020 is an affiliated to the University of Mumbai since 1948 and the following courses are conducted in the said college.

Sr. No	Courses	Affiliation (permanent/ Temporary)	Validity Period
1.	B.A. Courses (English, History, Economics, Pol. Science, Philosophy, Psychology)	permanent	From 1992-93
2.	B.Com. Course	permanent	From 1992-93
3.	B.Sc. Courses (Chemistry, Physics, Botany, Microbiology, Mathematics, First and Second Year Life Sciences)	Permanent	From 1992-93
4.	B.Sc. (Life Science)	Temporary	From 2004-05 to 2014-2015
5.	B.Sc. (Computer Science)	Temporary	From 1999-2000 to 2014-2015
6.	B.Sc. (Biotechnology)	Temporary	From 2002-03 to 2014-2015
7.	Bachelor of Mass Media	Temporary	From 2002-03 to 2014-2013
8.	Bachelor of Management Studies	Temporary	From 1999-2000 to 2014-2015
9.	B.Com.(Banking & Insurance)	Temporary	From 2003-04 to 2014-2015
10.	B.Com. (Accounting & Finance)	Temporary	From 2010-11 to 2014-2013
11.	B.Com.(Financial Marketing)	Temporary	From 2010-11 to 2014-2015
12.	B.Sc. (Information Technology)	Temporary	From 2013-14 to 2014-2013

This Certificate is issued on request of the Principal of college for submitting the same to the NAAC, Bangalore, accordingly.


 (Dr. Rajpal Hande)
 Director
 Board of College and University Development

University of Mumbai



No. PG/2/ICD/2014-15/32-911

Mumbai - 400 032.

19th November, 2014.

TO WHOM IT MAY CONCERN

This is to certify that **Jai Hind College, 23-24, Backbay Reclamation, "A" Road, Mumbai-400 020** is affiliated to the **UNIVERSITY OF MUMBAI** since 1948 and the following Post Graduate Courses/ Subjects are taught in the said college as per approval.



Sr. No.	Name of the Course(s)	Duration of the course	Affiliation (Permanent/ Temporary)	Period of Validity for the Year(s)
I	M.Sc.:- 1) Physical Chemistry 2) Organic Chemistry 3) In-organic Chemistry	2Years 2Years 2Years	Permanent Permanent Permanent	--- --- ---
II	M.Com.:- Advanced Accountancy	2Years	Temporary	2014-15


(Prin. Dr. Rajpal Hande)

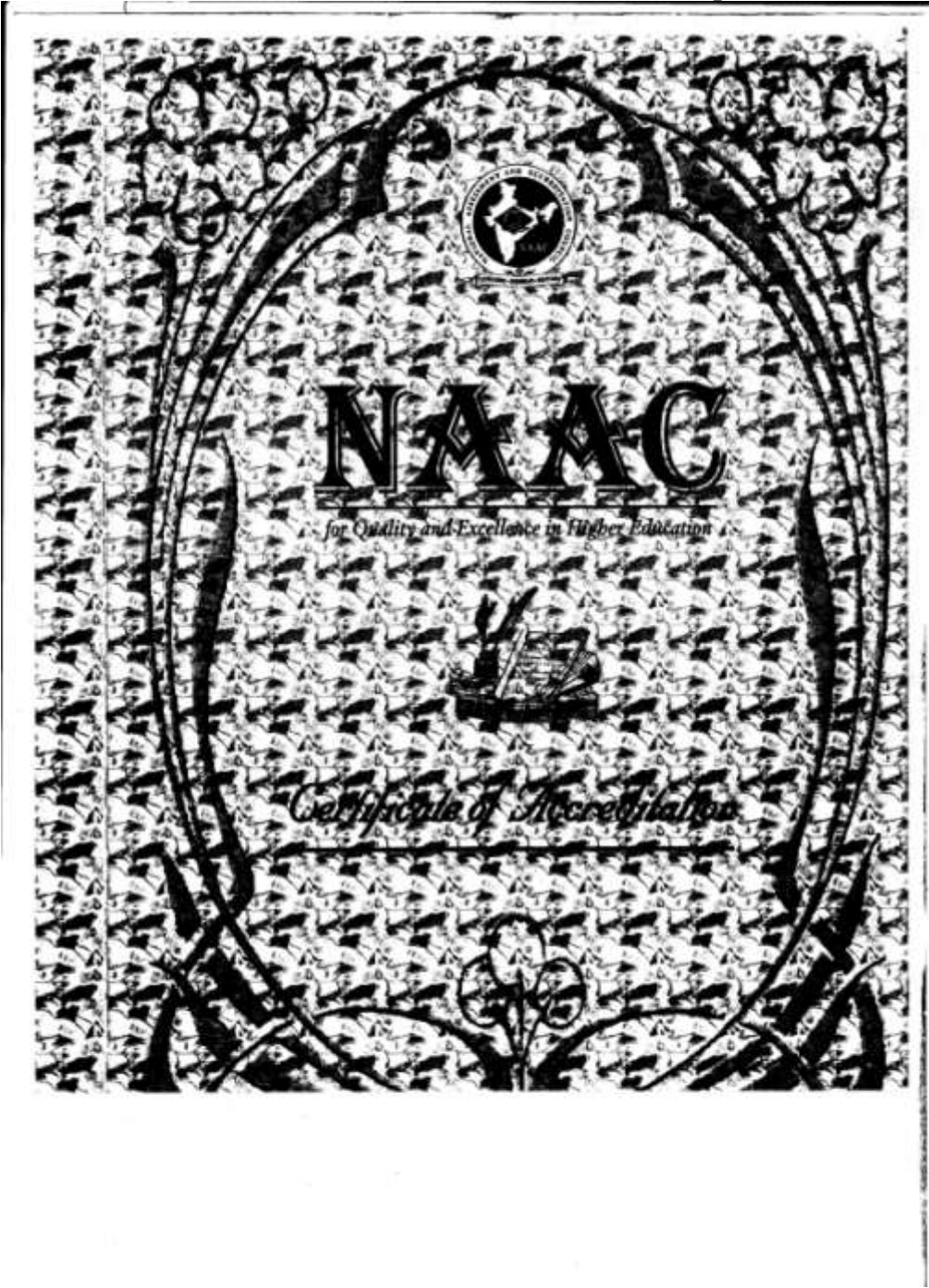
Director

Board of College and University Development
University of Mumbai

Enclosure 3
UGC 2(f) and 12 B Certificate

<p>Ph. 23236351, 23232701, 23237721 23234116, 23235733, 23232317 23236735, 23239437, 23239627</p> <p>Extension No. 413 (CPP-I Colleges) UGC Website: www.ugc.ac.in F. No. 8-35/2013 (CPP-I/C)</p>	 Speed post	<p style="text-align: center;">विश्वविद्यालय अनुदान आयोग बहादुरशाह जफर मार्ग नई दिल्ली-110 002 UNIVERSITY GRANTS COMMISSION BAHADURSHAH ZAFAR MARG NEW DELHI-110 002</p> <p style="text-align: right;">June, 2014</p> <p style="text-align: right; color: purple; font-weight: bold;">12 JUN 2014</p>
<p>The Principal, Jai Hind College Basantsing Institute of Science & J.T. Lalvani College of Commerce, 23 - 24, Backbay Reclamation, 'A' Road Churchgate, Mumbai - 400 020 Maharashtra</p> <p>Sub: - Recognition of Jai Hind College of Arts, Science & Commerce, Churchgate 'A' Road, 23-24, Backbay Reclamation, Mumbai, Dist. Mumbai, Maharashtra - 400 020 under Section 2 (f) & 12 (B) of the UGC Act, 1956.</p> <p>Sir,</p> <p style="text-align: center;">With reference to your letter no. JH/UGC/2013-14/932 dated 21.01.2014 on the above subject, I am directed to say that the name of Jai Hind College of Arts, Science & Commerce, Churchgate 'A' Road, 23-24, Backbay Reclamation, Mumbai, Dist. Mumbai, Maharashtra - 400 020 established in the year of 1940, affiliated to University of Mumbai is included in the list of Colleges maintained under Section 2 (f) & 12 (B) of the UGC Act, 1956 under the head Non-Government College teaching upto Master's Degree.</p> <p style="text-align: right; margin-top: 20px;">Yours faithfully,  (Charan Dass) Under Secretary</p>		

Enclosure 4
Accreditation Certificates and Peer Team Reports





राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

*The Executive Committee of the
National Assessment and Accreditation Council
on the recommendation of the duly appointed
Peer Team is pleased to declare the*

*Jai Hind College
Churchgate, Mumbai, affiliated to University of Mumbai, Maharashtra as*

'Accredited'

at the 'A level'.

(among the Affiliated / Constituent Colleges)

Date : April 29, 2003



Dr. P. C. Mehta
Director

1. This certification is valid for a period of Five years with effect from the academic year 2003 - 2008.
2. An institutional score (S) in the range of 30-60 denotes C grade, 60-65 - C+ grade, 65-70 - C* grade, 70-75 - B grade, 75-80 - B+ grade, 80-85 - B* grade, 85-90 - A grade, 90-95 - A+ grade, 95-100 - A* grade (where 100 is maximum).

Quality Profile

Name of the Institution : Jai Hind College
Place : Churchgate, Mumbai, Maharashtra

Criterion	Criterion Score (C)	Weightage (W)	Criterion X Weightage (C x W)
I. Curricular Aspects	84	10	840
II. Teaching-learning and Evaluation	87	40	3480
III. Research, Consultancy and Extension	75	05	375
IV. Infrastructure and Learning Resources	80	15	1200
V. Student Support and Progression	85	10	850
VI. Organisation and Management	88	10	880
VII. Healthy Practices	89	10	890
		100	$\Sigma C, W, = 8515$

$$\text{Institutional Score} = \frac{\Sigma C, W,}{\Sigma W,} = \frac{8515}{100} = 85.15$$

Dr. P. K. Joshi
Director

**DRAFT REPORT ON INSTITUTIONAL
ACCREDITATION
OF
JAI HIND COLLEGE,
CHURCHGATE, MUMBAI**

April 3 – 5, 2003

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
BANGALORE**

**DRAFT REPORT ON INSTITUTIONAL ACCREDITATION OF JAI HIND
COLLEGE, CHURCHGATE, MUMBAI, MAHARASHTRA**

SECTION 1: INTRODUCTION

Jai Hind College, Churchgate, Mumbai is an institution of long standing of over five decades. The College was founded soon after Indian independence by a group of pioneers, many of whom were former professors of the D. J. Sind College, Karachi and other educationists of Sind settled down in Mumbai after the country was partitioned, who had formed themselves into a registered body called 'Sind Educationists' Association' for the educational rehabilitation of the Sindhi community. The College came into being as an Arts College in the year 1948, to which very soon the Science stream was added (1949). Through a munificent donation from the Basantsing Trust and the support received from the State Government, the College moved to its present spacious location in 1952. The Jai Hind College, which now includes Basantsing Institute of Science and J.T. Lalvani College of Commerce (set up in 1980) has been growing steadily ever since and has earned a high level of reputation for itself in Mumbai.

The College is affiliated to the University of Mumbai and has a campus of 1.07 acres in the heart of the city. It has been recognized by the University Grants Commission (UGC) under 2f and 12B. The College has mainly three faculties, viz., Science, Arts and Commerce and it offers programmes at UG, PG and PhD. Levels. The College has 22 academic departments, viz., Botany, Chemistry, Mathematics, Microbiology, Physics, Biotechnology, Computer Science and Life Sciences in the Faculty of Science; English, Economics, Psychology, History, Philosophy, Political Science, French, Gujarati, and Hindi in the Faculty of Arts; Commerce, Accountancy and Business Law in the Faculty of Commerce; along with Management Studies and Mass Media which were established more recently. It offers nine programme options in all, UG:5, PG:2 and PhD:2, with some of them being of the employment oriented and self-financing type. The College has a permanent faculty strength of 54 at present and has about 2600 students on its rolls.

1

K.S.S.

The College is a recognized linguistic minority institution receiving Grant-in-Aid from the State Government. It is governed and managed by a Management Board constituted by the Sind Educationists' Association. The College also has a Local Managing Committee to oversee its functioning, as per the regulations of the University of Mumbai. The College has produced eminent achievers in different walks of life, including Dr. R.A. Mashelkar (Director General, CSIR), Dr. Ashok Ganguly (Chairman, ICI Ltd), Prof. Rupa Shah (VC, SNDT University), Shri Sunil Dutt (Film Personality and M.P.), Shri Ajay Piramal (Industrialist), Shri Hafeez Contractor (Architect), Shri K. Raheja (Builder), Ms. Neeta Lulla (Fashion Designer) and a host of medical professionals.

Recently, the College has initiated a process of introspection of its programmes and activities to identify their strengths and weaknesses and with a view to plan for the future growth of the institution. As a follow up of this work, Jai Hind College has volunteered to be assessed and accredited by the National Assessment and Accreditation Council (NAAC) an autonomous institution of the UGC and submitted its Self-Study Report in the prescribed format to NAAC in December 2002. A Peer Team was constituted by NAAC for the validation of the Self-Study Report and for the assessment of performance of the College, which had the following composition: Chairman – Prof. B. S. Sonde, Former Vice Chancellor, Goa University; Members: Prof. S. Selvaraj, Advisor, Annamalai College of Education For Women, Tuticorin (TN), Prof. Indira Sridharan, Principal, Ethiraj College For Women (Autonomous), Chennai (TN) and Prof. J. Kachria, Principal, BBK-DAV College for Women, Amritsar (Punjab). The deliberations of the Peer Team were coordinated by Shri B. S. Madhukar, Deputy Adviser, NAAC.

The Peer Team visited Jai Hind College, Churchgate, Mumbai during April 3-5, 2003. After carefully studying and analyzing the Self-Study Report of the College, the Peer Team perused the various documents/papers made available to it by the College authorities during the visit. Then, the Peer Team visited the Departments, common facilities and support services of the College on its campus. The meetings and discussions with the Principal, Vice Principal, Steering Committee, Heads of Departments, Faculty members, Non-teaching Staff and Students proved to be quite



useful. The Peer Team was also pleased to meet with the College Management, and representative groups of Parents and Alumni. Based on these visits, meetings and interactions, the Peer Team has made a comprehensive assessment of Jai Hind College and all its activities under the seven criteria laid down by NAAC and the same has been presented in this Report. The commendable features of the College and also the matters of concern have been highlighted in the Report.

SECTION 2: CRITERION-WISE ANALYSIS

CRITERION 1 : CURRICULAR ASPECTS

The College offers B.A./B.Sc./B.Com./B.M.S./B.M.M. courses at undergraduate level. Further M.Sc. in Chemistry (by papers), M.Sc. in Botany (by Research) and Ph.D. in Botany and English are offered. The courses offered at the College are mostly career-oriented. Jai Hind College was one of the eight Colleges selected by the University of Mumbai in 1994 to introduce U.G.C. Scheme of vocationalization at First Degree level. It still offers "Computer Applications" in the Commerce Faculty, as vocational subject even after the U.G.C. funding has stopped. Courses like B.M.S.- Bachelor of Management Studies and B.M.M. - Bachelor of Mass Media, B.Sc. Biotechnology and B.Sc. Computer Science are self financed courses. The goals and objectives of the College are clearly stated keeping in mind the need of the students and the community at large.

The students have flexibility to pursue a programme only with reference to the elective and non-core options. The feedback received from the academic peers is good, as many of the faculty members are also members of the Boards of Studies of various universities. But the College may try to get feedback from the employers. Though the college works within the parameters of the University syllabi, the feedback from academic peers helps in bringing about radical changes in the curriculum. The College takes one year, within the present University system, to introduce a new programme. The college-industry-neighbourhood net working is excellent.

The Department of Microbiology, has undertaken lot of projects with Bombay Dying, Gujarat Organic and Rashtriya Chemicals & Fertilizers. The Microbiology department

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has also conducted a national level workshop and saved money for the department development. The Department of Botany has undertaken very useful projects. The other Departments of the college, like Chemistry Department, (where there are seven teachers with Ph.D) Psychology Department and Computer Science Department may also undertake such useful projects which will greatly help them in improving their curricula. The college encourages a range of co-curricular activities to broaden the students' perspectives and to take them beyond the limits of the desired syllabi.

CRITERION II: TEACHING - LEARNING AND EVALUATION

The College has a transparent admission process. Students are admitted by the entrance tests, interviews and/or through their academic record. A small percentage of students are admitted on the basis of their performance in cultural and sports activities. The College provides for bridge/remedial courses for the educationally disadvantaged students. The College can also try to arrange for coaching classes for such students after or before the College hours depending upon the convenience of teachers and students. Parents of such students may be invited to meet the Principal and staff to discuss the academic performance of their wards.

Advanced learners are challenged to work ahead of the rest in various ways.

The teachers are encouraged to prepare a teaching plan. The syllabus is unitized to a teaching schedule through out the year. The lecture method of teaching is supplemented by guest lectures, use of O.H.P. and multi-media presentations, teaching by senior students, preparation of charts, group discussions, case studies and role playing, using library, etc.

The evaluation methods are communicated to the students in the beginning of the year itself. The College recruits teachers through a good system of advertising, short listing of the candidates, then interviewing the candidates by the interview committee and asking to teach, etc.

Eight teachers have attended international level seminars and ten at the National level.

4



The College has a teacher performance appraisal by the students. The College conducts several refresher courses for the development of the Faculty. The College adopts several methods to monitor the overall performance of the students to ensure the achievements of the course objectives. The College has established several national and international linkages for teaching and research. This is a commendable practice.

Many of the Teaching Faculty of the College have received teaching and academic awards and appointments during the long history of the College and this deserves appreciation.

The ratio of students to Teachers is, at present, higher than that is prescribed by the U.G.C., due to Govt. norms. The College may consider appointing some more teachers with the help of the Management to maintain the student teacher ratio at the required level. In the Computer Science Department, the College may make attempt to get qualified teachers. Teaching days are as per U.G.C. norms.

The College may try to have centralized media facility to prepare audio-visual and other teaching aids.

The College also rewards academic excellence of students by a system of honouring scholars at a special function called Scholars Nite. Award of 15 Sumitomo Scholarships, each of the value of 300 dollars, to meritorious students of this College deserves special appreciation.

CRITERION III : RESEARCH, CONSULTANCY AND EXTENSION.

It is note worthy that many of the teachers have done Ph.D; but, the College may encourage all the teachers to do Ph.D. at the earliest. The College may also form a Research Committee to improve the research facilities and activities in the College. More teachers may be encouraged to involve in active research. Especially Teachers may under take minor and/or major research projects in all departments, for which funds may be sought from U.G.C. and other bodies.



The College promotes faculty participation in consultancy work. However, except Microbiology and Botany, other departments are not doing consultancy service. This may be encouraged among all the staff.

The College may provide some financial support to the research scholars. The College promotes research by allowing P.G. students to do projects by providing study leave and by adjustments in teaching schedule. The College may avail the F.I.P. programmes of U.G.C. in full. This may help many other teachers to acquire Ph.D.

The College also carries out extension activities like Community development, Health and Hygiene Awareness, Blood Donation Camp, etc.

The College motivates the students to participate in the various outreach programmes carried out like aiding street children and underprivileged sections of the society. The College works and plans its extension activities with NGO's and GO's and citizen's forum. Individual teachers are involved in working for secular organizations. The students are sensitized to the social activities and students are sent as delegates to attend workshops, seminars and field trips by various forums. Teachers are granted leave of absence to participate in extension activities and they are also provided T.A./D.A. and students get marks. The efforts of the College to promote extension activities deserves appreciation.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

The Master Plan of the College is quite impressive and the physical infrastructure well constructed. But, the buildings appear to be crowded, largely due to co-location of the Junior College together with the Degree College in the same campus and sharing some facilities on a time division basis. Augmenting of infrastructure is quite good, particularly the steps taken for computerization of library, Multi media and internet, good laboratories and additional construction of four more floors to accommodate - Gym, Seminar Hall, additional library and the needs of new courses recently launched. The maintenance of the infrastructure is given to agencies on contract particularly for Pest Control, Sound and Technical equipments, Security System and Supervisory Work. The Auditorium and Audio

R.S.S.

Visual Centre are put to optimum use by the College and they are also given to external users on rent outside college hours. Campus cleaning, maintenance and beautification are also undertaken regularly and the College has a good garden tended with the help of gardeners.

The College has an Advisory Committee for the library, but no library interconnection as yet. Further computerization of the library is progressing well. It has a book bank scheme. The number of books purchased in the last two years appears to be satisfactory and the library has additional facilities like computers, internet and audio and video cassettes. The library works from Monday to Saturday between 9.00a.m. to 5.00p.m. and on examination days from 8.00 a.m. to 8.00 p.m. However, the College may consider extending the working hours to meet the increasing requirements. Some Departments also have their libraries; but their linkages with the main library seem to be limited. The College may examine this to correct the situation.

The College does not have central computer facility. But, many departments have their own computers and the maintenance of the computers is by Annual Maintenance Contract. However, the networking of computers is yet limited.

As for health services, there seems to be provision for limited medical assistance for notified diseases; and for emergency, they have arrangement worked out with a near by private clinic.

Being located in the heart of the city, the College has limited sports facility of its own. But, the College has out door games facilities made available mainly through hiring of facilities with nearby clubs and University facilities. There are students' common rooms. Incentives to students in sports are given in the form of scholarships, prizes, weightage in admission and leave of absence for participation. A note worthy factor is the students' participation at the University, State, National and International levels in sports, and the several awards won by them.

P. S. S.

The College also has a workshop where cutting, drilling and filing are done. But, the College has no hostel facility. This may also not be required, as most of the students belong to Mumbai city and the city has a very good transport network.

Some of the highlights of this criterion seem to be the Air Conditioned auditorium, Audio Visual Centre, State of Art Library, the two canteens, photocopying facilities for staff and students and above all the participative culture.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

The percentage of students appearing in the University examinations is quite impressive with 95.74% and the drop out rate is 4.26% . Though there is no data maintained for employment and further study, on an average 80% of the students seem to be going for employment and further study.

As for the alumni, the College has a very impressive list of alumni holding prominent positions. As for the professional examinations TOEFL, GRE, etc., the College has no data as to the number of students appearing. However a very large number seem to take advantage of these examinations.

The College publishes its well illustrated prospectus annually, which is of great help to the students, as it includes all the information required by them. The Financial Aid to the students comes mostly from the Govt. as well as the College. In fact the number of students who have received financial assistance in the last two years appears to be well over 100.

The College can consider having a Placement Cell as the College has been attracting leading companies for campus selections. Academic and personal counselling are done by the teachers as well as specialists appointed on part time basis.

The Alumni Association is quite active in taking part in the developmental activities of the College. There is also a Website for the NRI alumni of the College.

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As for the admissions, preference is given to the in-house students from the Junior College on the directions of the Hon'ble High Court. The prospectus clearly mentions the cut off percentage and the admission policy. As for the NRIs, admission is only on merit. No additional support services are available for the NRIs.

The College has quite a number of recreational and leisure facilities such as Indoor Games, Nature Clubs, Student Magazine, Tea Clubs and Cultural Programmes. There is an exclusive hobby centre and exhibitions, which seem to be enjoying a lot of popularity with the students.

The highlights of this criterion are Career Guidance Workshop at the Departmental Level with the active participation of professionals and teachers. Hotel Management Training and Hospitality and Montessori Training, Education Fair as well as Part Time and Personnel Counselling are encouraging factors.

CRITERION VI : ORGANISATION AND MANAGEMENT

The College is well governed by the Management Board set up by the Sind Educationists' Association. Besides, the College has an internal coordinating mechanism represented by the Managing Committee, Senior Staff, Heads of the Departments and Co-ordinators. The Principal conducts meetings of faculty members at least twice a year to discuss all matters of importance to the College.

The College has a Special Committee for academic calendar. Decisions are taken by the General Body. Professional Training in computers is available for the non teaching staff, particularly for the Office and Library.

The College follows the Govt. fee structure and any increase is only for specific purposes like E-connection, Disabled Relief Fund etc. as per the University directives. The budget of the College is prepared in advance and there is an internal audit.



As for the welfare programmes, loan facility is available from the Jai Hind Funds. Also loans to the employees are available from the PF and Banks. Employment is given to the members of the families of the retired staff or those who died in service. There is also provision for former hostel employees as well as reinstatement. The College may consider establishing a grievance cell at the College for the staff and students. Although the present informal systems of grievance redressal seems to be working well, the College may examine formalizing this arrangement for smooth functioning in the future.

CRITERION VII : HEALTHY PRACTICES

Some healthy practices were observed by the Peer Team. The college-industry-neighbourhood networking functioning at Jai Hind College is highly appreciable. Various science departments of the College have developed linkages with some prominent industries and rendered very useful service to society e.g. the development of low cost biological treatment for industrial effluents for leading industrial units like Bombay Dyeing, Gujarat Organics and Rashtriya Chemicals & Fertilizers etc. The Department of Botany took up the census of trees in Brihan Mumbai – a project which was duly sanctioned by The Tree Authority of BMC. Again, the taking up of the projects regarding growth of Mangroves in Mumbai and Aerobiological Studies bring out not only a kind of practical training to the students, but also a great service to the community leading to a flair for social work and awareness about the environment among the students.

It is to the credit of the College that it has developed international linkages for twinning and student exchange programmes. Successfully building linkages with some universities of USA, New Zealand and Australia is no small an achievement. The College has now academic alliances with the following:

- Niagara County Community College, Buffalo, NY, USA.
- Union College, Schenectady, NY, USA.
- University of West Georgia, Georgia, USA.
- Department of Continuing Education, State University of West Georgia, USA.
- University of North Carolina, North Carolina, USA.



- Monash University, Melbourne, Australia.
- Dunedin School of Education, Dunedin, New Zealand.
- New Jersey Institute of Technology, New Jersey, USA.

The College is keen to encourage meritorious students and thus further motivate them for excellence. This is evident from the efforts of the College to identify top ten students of each class and felicitate them at a special function called 'Scholars Nite'; Further the achievers in sports Extra-curricular and Co-curricular activities are felicitated on Honour's Day.

It is satisfying to note that the College is supplementing the lecture method of teaching with other methods including the use of OHPs, group discussions, preparation of charts, multimedia presentations, scientific excursions & visits to industrial houses etc.

Another healthy practice observed is that the students fill a well designed Teacher Assessment Questionnaire and a professional statistician analyses the data, the work being entrusted to an external agency. The result is passed to the individual teacher which may help him/her devise effective methods of teaching. It is also commendable that a large number of teachers have been encouraged to benefit from Faculty Development Programmes/Refresher/Orientation Courses, etc. and travel grants have been provided to the faculty for study abroad as well.

A seriousness of purpose is discerned as regard to the development of the students' total personality by providing them extensive facilities of extra-curricular activities. In this regard, various clubs and societies of the College play an important role in providing avenues for their skills and abilities. The College, may as well lay much emphasis on value education and ethics. The College may consider introducing these in the future. The College has institutional membership of other libraries e.g. British Council Library which will certainly be helpful to research scholars and to teachers.

The College has acquired a cosmopolitan ambience though it was founded to help promote education among Sindhis. This appears to be one of its major strengths in attracting merited

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and talented students to its programmes year after year and also receiving the gratitude and admiration of the society at large.

SECTION 3: OVERALL ANALYSIS

In the nearly 55 years of its existence Jai Hind College, has made significant progress in its pursuit of providing opportunities for higher education in the city of Mumbai. Through its good infrastructure and a wide variety of academic programmes, the College has attracted the goodwill of the society. The College has focussed on its motto "I Will and I Can" in imparting higher education to students, providing them training through co-curricular and extra-curricular activities and in grooming their personality. The Peer Team is convinced that the College has a number of commendable features leading to the improvement of standard in the quality of education imparted. A few important ones among these are given below:

- The College has acquired a high reputation and an excellent "brand" image through its many sided contributions for several decades in the education, training and overall development of the students;
- The College is well governed and managed by its Founding Society, viz., Sind Educationists' Association, which has deep and abiding interest in providing higher educational opportunities to all students and in particular to students belonging to the Sindhi Community;
- The College follows the rules and regulations laid down by the University of Mumbai for an affiliated College, as well as by the State Government of Maharashtra for a Grant-in-Aid institution;
- The College Management has been successful in raising finances for its activities and further development through donations. This has been of great strength to the programmes of the college;
- The College offers a number of programme options at UG,PG and Ph.D. levels and it provides opportunities for students to specialize in a variety of subject areas of contemporary interest like Computer Science and Biotechnology at UG level and Management Studies and Mass Media at PG level. Besides, the College is a recognized

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Ph.D. Centre of the University of Mumbai in Botany and English, with a few more subject areas being added in the near future;

- The teaching faculty of the College are generally devoted and committed to the institution. They have been undertaking many useful activities in students' training like field visits, educational tours, exhibitions, seminars, intercollegiate contests, etc. outside their normal work and have also arranged a few nationally known events like conferences, refresher courses and workshops to bring together academics/researchers from other institutions in Mumbai and elsewhere in the country;
- The College has done well in developing and using a Teacher Assessment Questionnaire, and making use of the students' feedback in the enhancement of the teaching-learning process;
- Based on the active participation of teaching faculty and non-teaching staff and the support of the benevolent Management, the Principal of the College has been able to maintain a harmonious and well disciplined atmosphere on the campus;
- A few Departments of the College have undertaken sponsored R&D projects and consultancies. Besides, a few faculty members have published research papers and text books. But, these activities need to be stepped up in the coming years.

The Peer Team would like to make the following suggestions for the consideration of the College for bringing in further improvements in the quality and excellence in all its programmes and activities in the future:

- The College Management needs to explore ways and means to separate the Junior College from the Degree College, so that the existing courses and on going activities could be expanded and new demand-driven programmes can be introduced easily without the present space constraints;
- The ratio of teaching faculty to the number of students is much lower than prescribed by U.G.C. The College may give special attention to this and correct the situation soon;
- The College has done well in recent years by launching self financing type of courses in a few subjects. The College may consider adding a few more courses of this type in the near future, after carefully reviewing the existing courses some of which may be closed eventually;



- Speedy steps are required at the College to enable all the students and staff to become proficient in the use of computers and internet. This may require expansion/upgradation of the existing facilities including the setting up of a centralized computer facility at the College;
- The College may consider seeking autonomous status in the University of Mumbai, so that its academic programmes and activities are at the contemporary level, possess sufficient flexibility and are not limited by the rigidity of the University system;
- The College may set up an Internal Quality Assurance Cell as a follow up of the various steps taken by it so far in the process of NAAC assessment and accreditation.

The Peer Team is impressed by the progress made by the College so far and the excellent ambience and opportunities that it is providing to the students in Mumbai. The Peer Team is also pleased to see the respect and attention that the College has been receiving from the alumni, parents and the society. The Peer Team wishes the College all the best in its forward march to achieve excellence in all spheres of its activities. It also records its deep appreciation for the whole hearted cooperation, support and good will extended to it by the Management Board, the Principal and all the constituents of the College.

Prof. B. S. Sonde
(Chairman)

B. S. Sonde
(Signature)

Prof. S. Selvaraj
Member

S. Selvaraj
(Signature)

Prof. Indhrani Sridharan
Member

Indhrani Sridharan
(Signature)

Prof. J. Kackria
Member

J. Kackria
(Signature) 5/4/03

I have read the report fully & I agree in totality

Place: Mumbai
Date: April 5, 2003



N. W. Shivdasani
Shri. N. W. Shivdasani
Principal

Jai Hind College



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

*The Executive Committee of the
National Assessment and Accreditation Council
on the recommendation of the duly appointed
Peer Team is pleased to declare the
Jai Hind College
Basantsing Institute of Science &
J. J. Balvani College of Commerce
Backbay Reclamation, Mumbai, affiliated to University of Mumbai, Maharashtra as
Accredited
with *CGPA* of 3.26 on four point scale
at *A* grade
valid up to March 27, 2015*

Date : March 28, 2010



HARAJAN
Director

UC/ND/BAK/79



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Quality Profile

Name of the Institution : Jai Hind College
Basantsing Institute of Science & J. T. Lalvani College of Commerce
Place : Backbay Reclamation, Maharashtra

Criteria	Weightage (W _i)	Criterion-Wise Grade Point Averages (Cr, GPA)	W _i X Cr, GPA
I. Curricular Aspects	050	3.50	175
II. Teaching-Learning and Evaluation	450	3.02	1360
III. Research, Consultancy and Extension	100	3.05	305
IV. Infrastructure and Learning Resources	100	3.40	340
V. Student Support and Progression	100	3.70	370
VI. Governance and Leadership	150	3.73	560
VII. Innovative Practices	050	3.00	150
Total	$\sum_{i=1}^7 W_i = 1000$		$\sum_{i=1}^7 W_i \times Cr, GPA = 3260$

$$\text{Institutional Score} = \frac{\sum_{i=1}^7 W_i \times Cr, GPA}{\sum_{i=1}^7 W_i} = \frac{3260}{1000} = \boxed{3.26}$$

Grade =

Descriptor =

Date : March 28, 2010



H. K. Kulkarni
Director

- This certification is valid for a period of Five years with effect from March 28, 2010
- An institutional CGPA on four point scale in the range of 3.01 - 4.00 denotes A grade (Very Good), 2.01 - 3.00 denotes B grade (Good), 1.51 - 2.00 denotes C grade (Satisfactory)
- Scores rounded off to the nearest integer

PEER TEAM REPORT

ON

**INSTITUTIONAL
RE - ACCREDITATION**

OF

JAI HIND COLLEGE

MUMBAI

PIN: 400 020

MAHARASHTRA

Dates of Peer Team visit

22nd, 23rd and 24th Feb., 2010

Submitted

To

**National Assessment and Accreditation Council
Bangalore, Karnataka, India**

Jai Hind College, Churchgate, Mumbai

**PEER TEAM REPORT
ON
INSTITUTIONAL ACCREDITATION
OF**

**Jai Hind College, Mumbai, Maharashtra
NAAC Peer Team Visit on 22nd, 23rd and 24th Feb. 2010**

Section I: GENERAL INFORMATION		
1.1	Name & Address of the Institution	Jai Hind College Mumbai - 400020 Mumbai Dist., Maharashtra
1.2	Year of Establishment	1948
1.3	Current Academic Activities at the Institution (Numbers)	
	Faculties	Science - 1 Arts - 1 Commerce - 1
	Depts/ Centres	Languages - 3 (English, Hindi, French) Arts - 5 (Economics, Psychology, History, Political Science, Philosophy) Science - 8 (Chemistry, Botany, Physics, Microbiology, Life Sciences, Biotechnology, Computer Science, Mathematics) Commerce - 3 (Accountancy, Commerce, Environmental Studies) Business Law - 1 Management Sciences - 1 Mass Media -1 Banking and Insurance -1 Total of 23 departments
	Programmes / Courses offered	UG - 6 (BA, B.Sc., B.Com., BMS, BMM, BBI) PG - 1 (IM.Sc. Chemistry) Ph.D - 1 (Botany)

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		Courses offered	UG = 20; PG = 01 B.A. with single major in 3 subjects (Economics, English, Psychology, English and commerce) B.A. with 2 major subjects in 6 combinations among 7 subjects (Economics, Political Science, Philosophy, History, Psychology, English) B.Sc. major in 7 subjects (P.C.M., B.M, LS,CS) B.Com., B.Com (BI), BMS, BMM P.G. = M.Sc. in Chemistry Total = 20 UG courses & 1 PG courses
		Permanent Faculty Members	50 GIA + 14 Management appointees
		Temporary Faculty Members	07 (Management appointees)
		Permanent Support Staff:	71 GIA + 12 Management
		Students	Total 2781 (2773 UG + 08 PG)
1.4	Three major features in the institutional Context (As perceived by the Peer Team)		<ul style="list-style-type: none"> Jai Hind college is a linguistic minority institution, established in the Year 1948 by the Sindhi Educationists' Association, Mumbai The College is affiliated to the University of Mumbai and has been recognized by UGC under Sec. 2(f) and Sec. (12B) and by Government of Maharashtra The college is situated in a cosmopolitan heritage area and most of the students are from middle and upper class families; a benevolent management with effective leadership and corporate outlook; committed faculty and students with <i>progressive and creative outlook</i>; vibrant student activities and network of dedicated alumni.
1.5	Dates of visit of the Peer Team (A detailed visit schedule may be included)		<ul style="list-style-type: none"> 22nd, 23rd and 24th Feb. 2010, Visit schedule enclosed
1.6	Composition of the Peer Team which undertook the on-site visit		
	Chairman		1. Prof. K.L.Kamal (Former Vice Chancellor, University of Rajasthan) C 178, Gyan Marg, Tilak Nagar, Jaipur - 320044 Rajasthan

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	Member	2. Dr.P. Selvaraj (Former Principal , Aditanar College, Tiruchendur, TN)No.3/10 Thiruvalluar Street, Umarikadu – 628151, Tuticorin, Tamilnadu
	Member Coordinator	3. Dr. Y.M. Jeyaraj, Former Special Officer ,QAC, Government of Karnataka Dean, Faculty of Science & Technology Professor, Dept. of Microbiology, Gulbarga University, Gulbarg, Karnataka
Section II: CRITERION WISE ANALYSIS		
2.1	Curricular Aspects	
2.1.1	Curriculum Design &Development	<ul style="list-style-type: none"> • Being an affiliated college, it follows the curriculum designed by the university for all programmes. The curriculum addresses the needs of basic, applied and professional demands to cope with national and global scenario and is compatible with the goals of the institution • The college has designed and implemented extra credit programmes besides the syllabi for fast learners. A few members of the faculty participated in the curriculum design process of the university as members / chair persons of Boards of Studies and others as members of the respective Syllabus Committee of the university • The design of basic courses have a focus on fundamental aspects while vocational courses have a focus on applied aspects and employment
2.1.2	Academic flexibility	<ul style="list-style-type: none"> • The college offers a wide range of programmes including self financed courses • The range of programmes offered includes B.Com., B.A., B.Sc., BMS, BMM, and BBI as well as M.Sc. BBI course offered from the

		<p>academic year 2003 – 2004</p> <ul style="list-style-type: none"> • Students have options to chose from among various courses offered by the college • The college offers a host of credit, non – credit courses that ensure academic enhancement • The institution proposes to introduce new UG and PG programmes. It also proposes to have collaborations with foreign universities
2.1.3	Feedback on Curriculum	<ul style="list-style-type: none"> • Students' feedback on curriculum is obtained through an exit poll and on teachers through questionnaire, administered and analyzed by an external agency • Informal feedback mechanism from other stake holders - parents and employees, is visible • Outcome of the analysis of feedback is used for initiating corrective measures
2.1.4	Curriculum update	<ul style="list-style-type: none"> • The affiliating university updates the curriculum, syllabus on regular basis, once in five years • Staff members contribute to the curricular update as members of various subject committee constituted by various Boards of Studies • There is scope for updating the curriculum under semesterization and also introduction of Choice Based Credit System(CBCS)
2.1.5	Best Practices in Curricular aspects (If any)	<ul style="list-style-type: none"> • Courses on management studies, mass media, banking and insurance in the faculty of Commerce • Offering credit courses in Mathematics, English, Microbiology, Psychology and Economics
<i>University has to do this</i>		
Teaching- Learning & Evaluation		
2.2		
2.2.1	Admission Process and Student Profile	<ul style="list-style-type: none"> • Wide publicity is given at the time of admissions through prospectus, college website, and the press covers events in the college during admission season • Admissions are made as per rules of the state government applicable to minority institutions. In house admissions are made on the basis of the direction of the Mumbai High Court to admit candidates of Jai Hind Pre Degree College that functions in the same campus. Specific strategies
<i>negative Swiss charge</i>		

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		<p><i>Disadvantaged sections (Ramp)</i></p> <p>and institutionalized mechanism for admitting disadvantaged sections are not visible</p> <ul style="list-style-type: none"> The female students constitute a overwhelming majority of the student population and the trend is on the increase The college follows guidelines of reservations for SC-ST category. However, many such selected students do not take up admission.
2.2.2	Catering to the diverse needs	<p><i>Academic Counseling</i></p> <ul style="list-style-type: none"> Slow and advanced learners are identified by their entry level academic achievements. Slow learners are given remedial courses and extra assignments. Advanced learners are offered a wide range of opportunities including peer teaching, doing additional courses and participation in co curricular and extracurricular activities. Advanced learners are advised to take extra credit courses in Maths, English, Microbiology, Psychology and Economics departments.
2.2.3	Teaching-Learning Process	<ul style="list-style-type: none"> Formal Counseling system is not visible The teaching schedule and teaching methodologies are planned in advance. An annual master academic plan incorporating all activities is also prepared in advance. The institution provides a congenial environment for sharpening life skills and enriching subject knowledge The traditional teaching learning process is effectively supplemented with modern teaching methods. LCD enabled learning process has been initiated.
		<ul style="list-style-type: none"> Student centric teaching is practiced through student seminars, project works, case studies and industrial visits. The college works for more than 180 interactive days
2.2.4	Teacher Quality	<ul style="list-style-type: none"> The college has 50 permanent faculty members under GIA scheme and 21 faculty members under self supporting scheme. Out of 71

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		<p>teachers, 30 have Ph.D. degree to their credit and two teachers have submitted their thesis while 12 have registered for Ph.D. 7 teachers have Ph.D. ^{M.Phil} to their credit</p> <ul style="list-style-type: none"> A host of experienced guest faculties are drawn from industry and academia, especially for Commerce & BMM Quality enhancement initiatives are in vogue to enhance teacher quality. Skill enrichment programmes are also conducted. The college has initiated steps to train teachers in the use of ICT and different AV aids. Teachers are deputed for orientation and refresher courses, seminars and conferences to update their knowledge. The college has organized – National Level Seminars sponsored by UGC & other agencies
2.2.5	Evaluation Process and Reforms	<ul style="list-style-type: none"> The evaluation methods are communicated to the students through the college calendar, notice boards and class announcements. Teachers are informed of changes in the faculty meetings. The examinations for the first and second year B.A., B.Sc. and B.Com. are conducted only by the college and the university conducts only the final year examination. Classes are awarded by the university on the basis of the final year examination. Other courses are on semester basis and the University examinations are conducted for the V and VI semesters Examination related student grievances are attended to by the examination committee. Semester system with internal assessment has been introduced by the affiliating university for self financing courses and students are assessed through internal tests, assignments and project works. The university has the provision for re totaling and re evaluation with facility for obtaining photocopy of answer scripts

2.2.6	Best Practices in Teaching, Learning and Evaluation (if any)	<ul style="list-style-type: none"> • Assignments, field works and project work of students of BMM; Opportunities for the students to interact with experts and celebrities. Conduct of Achievers' Nite every year; Collaborative peer learning; Optimum use of ICT and other teaching aids; Support to college toppers with honorarium. Teachers' Academic Forum activities; Teacher evaluation by students. - Seminar in relevant areas, interactions with experts and other celebrities.
2.3	Research, Consultancy & Extension	
2.3.1	Promotion of Research	<ul style="list-style-type: none"> • Steps are initiated to constitute a committee to promote research • Two faculty members are recognized guides for doctoral studies and they are guiding 4 research scholars (Botany and Microbiology) • Teachers are encouraged to participate in academic conferences and present their work
2.3.2	Research and Publications Output-	<p><i>Industry - Academia collaboration</i></p> <ul style="list-style-type: none"> • Some of the teachers of 14 departments are involved in research activity. There are 4 ongoing minor research projects while 9 are completed. One inter-disciplinary UGC major research project has been completed. 9 minor research projects were sponsored by University of Mumbai while 3 were sponsored by the UGC and one by the industry. <u>However a meaningful research culture remains yet to be evolved</u> although vast opportunities exist in a cosmopolitan city like Mumbai • Teachers of the department of Botany, Microbiology, Chemistry, Physics, Economics and Mathematics have published 10 international and 18 national level research articles. 10 articles have been published in edited books by the faculty of History, Economics, Mathematics, English, Chemistry and Commerce. The teachers of History Departments have published 2 books. Teachers Academic Forum (TAF) is publishing a journal sponsored by an industry. The department of Psychology has started a

2.3.3	Consultancy	<p>publishing a non-referred journal</p> <ul style="list-style-type: none"> A teacher of department of Microbiology offers expert consultancy in the field of environmental studies to the industry and public agencies, generating revenue to the institution. Some teachers offer honorary consultancy to quasi - government and non - government organizations. This is at the peripheral level
2.3.4	Extension Activities	<ul style="list-style-type: none"> The Extension activities are carried out primarily through NSS (One unit) and the Rotaract Club. It is supplemented by the forums like Corporate Social Responsibility (CSR), Women's Development Cell (WDC), Social & Dramatic Union (SDU) and so on The emphasis of extension activities is on environmental awareness, public health, civic duties and responsibilities, legal awareness and national integration. Extension activities are also carried in collaboration with governmental and non - governmental agencies. There is scope to adopt either a village or a slum area and carry on community development activities in a methodical way
2.3.5	Collaborations	<ul style="list-style-type: none"> The college has initiated student exchange programme at international level with effect from 2008-09 under Ontario Maharashtra Goa scheme, wherein the students of the college are selected and permitted to study in select Canadian universities with waiver of tuition fees. The college also has MoU with NJIT with effect from 2008-09 to promote educational services The institution has MoU with Landmark, Kaplan, EMDI, CPLC and GSYS and they offer programmes using the premises of the college in the evening hours, generating revenue to an extent of around 20 lakhs per annum. These agencies offer courses/training/orientation/coaching for GRE, SAT, JMAT, CAT, CET and other entrance tests apart from personality development programmes The college proposes to collaborate with Mod Art and Digital Academy to offer twinning programme for MBA and for BMM. There is a scope for MoU with Industries to promote

needs to be looked ext.

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Commercial collaborations

Industry collaborations

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		teaching and research . The institution has informal collaboration with NGOs to carry out extension activities
2.3.6	Best Practices in Research, Consultancy and Extension (If any)	<ul style="list-style-type: none"> • Collaboration of academic and extension wings of the college with NGOs, industries and other agencies. • Consultancy of the staff of the Microbiology on Environmental issues • In house publication of annual non referred journals by the department of history and Psychology, apart from newsletters and college magazine which has won second best magazine award at the University Level
2.4	Infrastructure and Learning Resources	
2.4.1	Physical Facilities for Learning	<p><i>Physical College</i></p> <ul style="list-style-type: none"> • The college campus area is 1.08 acres with a built - up area of 62,000 sq.ft., comprising a four storey building, <u>shared by the Pre degree college of the same management</u> • The building comprises 23 class rooms, 2 seminar halls, 1 AV/ICT hall and 1 well furnished auditorium. The building houses 11 UG and 2 PG spacious laboratories apart from 3 computer laboratories, staff rooms, board rooms, rest rooms, canteen, cafeteria and gymkhana hall
		<ul style="list-style-type: none"> • Class rooms, laboratories and other halls are well furnished. The AV room and a few class rooms are well furnished and air conditioned. The college makes best use of the available infra structural facilities, despite the constraints. The college is constructing a basement plus 7 storey building to meet the growing needs
2.4.2	Maintenance of Infrastructure	<ul style="list-style-type: none"> • The physical facilities are well maintained • The campus is clean and tidy • The management meets the expenditure towards maintenance. AMC s are entered for maintaining electronic equipments and computers
2.4.3	Library as a Learning Resource	<ul style="list-style-type: none"> • The library has an advisory committee. Open access system is followed and the library works

		<p>from 9 am to 5 pm on working days and 8 am to 8 pm on examination days. The library is shared by Junior College.</p> <ul style="list-style-type: none"> The library has around 47,000 volumes of books, 77 magazines and 32 journals besides a few e-resources and AV resources The library has 7 computers with broad band internet-connectivity. There is a need for library automation using latest / appropriate software facilitating data entry, OPAC and digital transaction. There is a further scope for the library to become a member of INFLIBNET, DELNET and subscription of e-journals, enhance the number of computers apart from enhancing the reading room capacity. More budgetary allocation is required
2.4.4	ICT as Learning Resources	<p>The college has in all 121 computers mainly distributed in 3 computer laboratories (30+18+12) and office. All the departments, office and the support services are provided with computer with internet facility. There is a further scope to have a common central computer laboratory with internet connectivity proportionate to student strength. The institution has 24 LCD projectors to facilitate ICT enabled teaching learning process. An air-conditioned audio visual room of 150 capacity is made use of by various departments as well as external agencies on regular basis</p> <ul style="list-style-type: none"> The college has a functional web site updated every fort night
2.4.5	Other Facilities	<ul style="list-style-type: none"> A generator is available for power back up besides UPS for computers The institution has a canteen and a cafeteria. Vehicle shed is available for parking vehicles of staff The college has a hall meant for indoor games; i.e. table tennis, carrom and chess
2.4.6	Best Practices in the development of Infrastructure and Learning Resources (If any)	<ul style="list-style-type: none"> State of the Art Auditorium, air conditioned AV room and a few upgraded class rooms Clean and neat maintenance of infrastructure. Auditoriums, AV rooms and class rooms are rented out for external agencies and thereby

		<p>optimum utilization is ensured and thus substantial revenue is generated</p> <ul style="list-style-type: none"> • Security arrangements with CCTV
2.5	<i>Student Support and Progression</i>	
2.5.1	Student Progression	<ul style="list-style-type: none"> • A majority of the students belong to higher economic and social class with negligible drop outs. The academic results are consistently good with high percentage of pass, much above the university average and with a good number of First classes and Distinctions. The students of the college secure on an average 3 ranks per year at the University Examinations. The students of BMM have secured the first 3 ranks during 2008-09 at the university examinations and it is commendable. The successful candidates either progress to higher education or go abroad or get placements through campus selections. The OMG scheme has facilitated the progression of the student of the college to higher studies in Canadian universities.
2.5.2	Student Support	<ul style="list-style-type: none"> • The college publishes updated prospectus and has a detailed functional website containing detail of courses offered, fee structure, facilities, expertise and support offered by the college • The diverse needs of students are addressed effectively through various support services including arranging for internships, field visits, industrial visits, project works, community works, interactive sessions with visiting faculty/experts, assignments and opportunities for creative work and exhibition of histrionic talents • The co – curricular and extra – curricular activities facilitated by various club/forums provide ample opportunities for overall personality development, entrepreneurship and creativity. (Social and Dramatic Union, Hobby Centre, Entrepreneurship Cell, Literary and Debating Society, Public Relations Cell, Women’s Development Cell, NSS, Rotaract Club, Corporate Social Responsibility Cell,

		<p>Magazine Committee) Students have a choice to associate themselves with any of the forum/s. Women's welfare and grievances are dealt with by the Women Development Cell</p> <ul style="list-style-type: none"> The college offers scholarships to 135 students from the interest (Rs.2.27 Lakhs) accrued out of Donor's Corpus Fund (Rs. 15.5 Lakhs) every year. 30 Merit scholarships worth US\$300 per year per student are offered by Sumitomo Corporation Pvt. Ltd. Students have the opportunity to get training/ coaching for entrance tests leading to foreign studies. The college provides academic counseling and clinical counseling by deploying professionals. The college is an active member of National Entrepreneurship Network (NEN) in which more than 400 students are members. Two well trained teachers act as entrepreneurship educators. A placement cell arranges campus selection
2.5.3	Student Activities	<ul style="list-style-type: none"> The college has a student council constituted by members elected/selected by students to different positions Students' participation and achievements at University, State and national and international level (Rugby, Basketball, Swimming, Lawn tennis, Squash, Football, Shooting, Boxing) in various sports, games and cultural events is commendable. A student has participated in Common Wealth Games. The college has an active alumni association. Alumni occupy prominent positions in government, academics, business, arts and theatre.
2.5.4	Best Practices in Student Support and Progression (If any)	<ul style="list-style-type: none"> Emphasis on co – curricular and extra – curricular activities, Sumitomo scholarships, student exchange programmes, National Entrepreneurship Network (NEN) activities & Club activities Safety measures/Security to the students and properties Placements and guest lectures and interactive sessions
2.6.1	Institutional Vision and Leadership	<ul style="list-style-type: none"> The motto of the institution is 'I Will, I Can'. It has redefined its vision and mission statements The college is governed by a Board of

		<p>Management on which renowned industrialists are members</p> <ul style="list-style-type: none"> The Board meets regularly and provides effective leadership
2.6.2	Organizational Arrangements	<p><i>reactive</i></p> <ul style="list-style-type: none"> The Principal plays the coordinating and leadership role. Three Vice Principals, Course coordinators, HODs and Several committees support the Principal The statutory organization setup is ably supported by committee system, comprising faculty and students. The students have freedom to plan and organize the activities of the forums, monitored by teachers and Principal
2.6.3	Strategy development and deployment	<ul style="list-style-type: none"> The management has sought the assistance of professional consultancy organization to prepare a road map and guide structure and processes for the institutional progress. The external agency has redesigned the objectives and strategies Based on the strategies evolved, the action plan has been initiated.
2.6.4	Human Resource Management	<ul style="list-style-type: none"> The management follows the norms and provisions of UGC state governments and the University in the process of recruitment of teachers for GIA posts. The management also recruits the teachers for self financed courses on the same norms Self appraisal/performance appraisal and feedback of students on faculty is in practice. Faculty development programmes are arranged on regular basis apart from the provision for deputation to attend staff enrichment programmes and seminars
2.6.5	Financial Management and Resource Mobilization	<ul style="list-style-type: none"> Annual budget is prepared by the management. Resources are managed by funds from fees, government, UGC management, and support by alumni and philanthropists An Alumnus has taken the responsibility of the contribution of new building worth around 11 crores The accounts are audited by internal auditors, statutory auditors and the government designated

2.6.6	Best Practices in Governance and Leadership (If any)	<p>departments</p> <ul style="list-style-type: none"> • Management is liberal in funding developmental plans, innovations and staff development programmes ably supported by contribution of Alumni • Management leadership with a corporate outlook and strategy
2.7	<i>Innovative Practices</i>	
2.7.1	Internal Quality Assurance System	<ul style="list-style-type: none"> • : The IQAC is functional; has submitted AQARs regularly. • Student – staff participation is commendable
2.7.2	Inclusive practices	<p>gcsis</p> <ul style="list-style-type: none"> • There is a scope for initiating inclusive practice in letter and spirit in student enrollment, social profile and support services • The college forums have undertaken initiatives to extend social service to the needy
2.7.3	Stakeholder Relationships	<p>industry linkage</p> <ul style="list-style-type: none"> • The relationship of alumni, parents, personnel of corporate sector/industry/media/theatre/social work with the college is commendable • The collaborative activities with NGO's in the field of social service is note worthy • There is a scope to initiate formal industry institution linkage for teaching – research, internship and exchange activities.
Section III: OVERALL ANALYSIS		
3.1	Institutional Strengths	<ul style="list-style-type: none"> • Well established minority co – educational multi faculty in the heart of Mumbai city, with social and industrial brand name / acceptance, enrollment of meritorious students • Vibrant student activities focusing on overall personality development • Benevolent management with a corporate culture, committed faculty enlightened alumni • Thrust on global competencies and initiation of action plan



3.2	Institutional Weaknesses <i>Library</i>	<ul style="list-style-type: none"> • Constraint of space hindering the expansion of academic programmes and activities • Less thrust on research, culture and digitalization/automation/upgradation of library • Industry – Institutional collaboration for academic and co-academic activities including sponsored research • Declining strength for science courses • Less emphasis to inclusive practices
3.3	Institutional Opportunities <i>New courses</i>	<ul style="list-style-type: none"> • Strengthening of existing courses • Industry – Institution collaborations/linkages • Mobilization of resources from alumni and industries • The institution may capitalize the existing brand image for offering new courses
3.4	Institutional Challenges <i>Junior colleges new courses</i>	<ul style="list-style-type: none"> • Judicious and efficient usage of infrastructure • Modernization and automation of library • To channelizing students' creativity and talent • Evolving synthesis between tradition and modernity • Scope for the introduction of new and PG courses, dual degree-diploma add on courses, continuous internal assessment, academic audit and practice inclusive growth

Section IV: Recommendations for Quality Enhancement of the Institution

- ① • Introduction of Dual degree – Diploma courses, integrated courses, PG courses in the field of Commerce, Management, Information technology, Life science (Microbiology/Biotechnology/biochemistry), Mass media, English literature, international relations,

cultural studies and animation studies/multimedia
<ul style="list-style-type: none"> • A course on Indian cultural heritage may be offered
<ul style="list-style-type: none"> • Upgradation and automation of library with e-resources
<ul style="list-style-type: none"> • Enhancement of computers and internet facilities to promote ICT enabled teaching – learning process
<ul style="list-style-type: none"> • Enhancement of computers and internet facilities to promote ICT enabled teaching – learning process
<ul style="list-style-type: none"> • Introduction of MIS to promote e-governance and e-documentation and financial management
<ul style="list-style-type: none"> • To promote research culture through the provision of seed money, exploring industry – institution linkages and incentives for publications
<ul style="list-style-type: none"> • To seek autonomous status
<ul style="list-style-type: none"> • To evaluate strategies for the enrollment of foreign and NRI students
<ul style="list-style-type: none"> • To promote inclusive growth and practices to achieve national integration
<ul style="list-style-type: none"> • To give thrust to value orientation

I agree with the report : Princ. Dr. Kirti Narain

Kirti Narain
24/02/10
Signature of the Head of the institution
with date & seal

1. Chairperson : Prof. K. L. Kamal

K. L. Kamal
24/2/10

2. Member Co-ordinator/ Member : Dr. P. Selvaraj

P. Selvaraj
24/2/10

3. Member : Dr. Y. M. Jeyaraj

Y. M. Jeyaraj
24-2-2010

Mumbai Dated: 24th February, 2010

KL



Curricular
Aspects

Committee Members

Dr H Sayed (Head)
Dr S Dasgupta (Deputy Head)
Ms M Joshi
Ms S Bawa
Dr S Varalakshmi
Ms S Jai Shankar
Ms A Walawalkar
Dr A Mishra
Ms Y Singaporewalla

I. Curricular Aspects

1.1 Curriculum Planning and Implementation

1.1.1 State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

Jai Hind College was established soon after independence, in 1948, by a group of former professors of D. J. Sind College, Karachi by way of a munificent donation from the Basantsing Trust as well as support from the State Government. The “Sind Educationists’ Association” as these enthusiastic philanthropists called themselves, was set up primarily in a bid to uplift the community which had been displaced from their homes.

Vision

To provide world-class education

Mission

To be the institution of choice for students and employers alike, known for producing good citizens and leaders by providing a well-rounded education of international standards

Objectives of the Institution

- To help promote education amongst the Sindhis even as it seeks to serve the larger community in a non-sectarian manner.
- To help encourage quality education of international standards that would respond to the changing global needs of society.
- To support education that would be secular, liberal and progressive in outlook and enhance respect for pluralistic and multicultural ideals.
- To promote education that would be sensitive to the needs of the various sections of society with special emphasis on gender equality and gender sensitivity
- To develop a spirit of inquiry, scientific temper, a quest for knowledge, and a sincere commitment towards the pursuit of these goals.
- To nurture qualities of leadership and to encourage creativity, talent and skills of diverse kinds.

The vision of the founders is reflected in the mission statement, and is displayed in strategic places in both the buildings. Additionally it is printed in the college magazine - ‘Saraswati’, reiterated at the Principal’s inaugural address during the orientation programmes of the different faculties and on the home page of the college website (www.jaihindcollege.com). All formal functions organized by the college such as the Achievers’ Nite, Graduation Ceremony, Annual Alumni Meet organized by the different co-curricular and extracurricular bodies emphasise the same.

1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

The College is a minority institution, affiliated to the University of Mumbai, and adheres to the curriculum as outlined in the syllabus designed by the University. However, the heads and senior faculty of several departments are committee members of their respective BOS and hence contribute towards curriculum development. Additionally other faculty members attend workshops organized by respective BOS or other colleges where they contribute in making the syllabus relevant to meet global needs and requirements. Various colleges which have attained autonomous status have also sought the expertise of our teachers and many of them are members of their BOS.

Faculty from individual departments are also encouraged to participate and/or attend seminars and workshops organized by the University of Mumbai under the aegis of University Grants Commission, as well as other academic institutions of national repute locally, as well as across the country so as to enable them to keep themselves abreast with the latest trends in their fields.

Attempts are then made to incorporate relevant and useful suggestions based on these valuable inputs as staff members of all departments participate in syllabus framing workshops organized by their BOS. Suggestions are not only given orally at such syllabus implementation workshops but also by emails to the Chairperson.

An effective implementation of the curriculum from the syllabus to the classroom is possible only through effective planning. The faculty had always been observing the practice of maintaining teaching plans in an informal manner. It was taken up in a formal manner and the practice was institutionalized from the academic year 2013-14 in the form of maintaining teacher diary, where lesson plans are maintained. Some departments also maintain elaborate teaching plans.

1.1.3 What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?

The University has assigned 180 teaching days to each academic year so as to ensure the effective translation and implementation of the curriculum. For every syllabus revision the various BOS organize workshops to facilitate its implementation. Also the University of Mumbai through its Academic Staff College periodically organizes Orientation (to hone the core competency techniques of the teaching-learning process) and Refresher Courses, to upgrade their knowledge and keep them abreast of the recent developments in their respective disciplines. Teachers are also encouraged to enroll for the newly introduced university short term courses (duration 1 week) recently. A

workshop in collaboration with WRIC on ‘Instruments and their Maintenance’ was organized for the laboratory staff to up-grade their technical skills where faculty members also participated.

The teaching-learning process being dynamic, the college has made newer techniques available to both the teacher as well as the learner so as to make the process of imparting knowledge more challenging and in keeping with the emerging global needs. It has made available facilities such as Interactive Projectors, LCD projectors and laptops for all departments. Internet connectivity in the form of Wi-Fi connection is also available in certain pockets of the college since Aug 2012. This is in addition to the already existing facilities of OHP, charts, models, etc.

The Teachers Academic Forum (TAF) of Jai Hind College was formed in November 2005. It organizes workshops on recent educational trends and use of technology to enrich the teaching-learning process as shown below.

Table 1 - TAF Workshops

S. No.	Workshop	Organiser	Date	Resource persons
1.	Teaching Gen X and beyond - Continuouxs Assessment	TAF	Feb, 2011	Dr V Amonkar, St Xaviers,
	Creating online content for testing,			Sudhir Menon (GotoTest)
	The psychological challenges faced by Gen X			Dr Sonawalla, Jaslok Hospital
2.	Recent trends in e-education	TAF	22 nd Feb, 2012	
	ICT for the classroom			Piran Doctor,
	Digital Technology: The other dimension			Adip Puri
3.	Research Methodology	TAF	25 th Feb, 2013	
	Research Proposal, Research Paper and Dissertation			Prof. V. Patel, SNDT Univ
	Design of a quantitative research paper			Dr S Guha, TISS
4.	Workshop on learning management system (Moodle), student response devices (Clickers)	TAF	3 rd Mar, 2014	Prof. Sudhakar, IIT- B
	Workshop on Smart board			
5.	A Learning Science Approach to STEM education research	TAF	14 th Feb, 2015	Prajakt Pande (HBCSE)
	Invitation to open science			Prof. G. Nagarjuna (HBCSE)

An e-learning platform “edusync” (www.edusync.co.in) which enables the teachers to upload lecture synopsis, assignments and tests along with individual or group notifications to the students, is a recent addition.

The College Library has a vast collection of books which is well documented. Besides, many departments also have their own subject-specific libraries, the list of which is available in the main Library. Additionally it also has e-facilities such as “INFLIBNET” which makes research journals and other reputed reference publications available to the teachers.

University of Mumbai has recently initiated “Avishkaar” a mechanism to nurture the spirit of research in the young minds for our undergraduate students.

Many faculty members are recognized post graduate teachers of the University of Mumbai and are engaged in post graduate teaching. Some are also recognized PhD supervisors

Funds are also made available by the University for the development of infrastructural facilities of the laboratory by way of procurement and as well as maintenance of equipment.

Healthy practices such as Annual Departmental Presentations, SCOT analysis and annual Teacher Assessment Questionnaire (TAQ) of all teachers by students are some of the ways by which the College endeavors to maintain and improve the high standards it sets for itself. Exit polls are also conducted by most of the departments for students at the third year level and suggestions given incorporated.

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other statutory agency.

The individual departments hold regular meetings to ensure effective translation of curriculum. Augmentation of the curriculum is achieved through value-added and short term certificate courses.

Annexure I - Certificate Courses (available on site)

Teaching plans semester-wise are also discussed. A specially designed diary has also been provided by the institution to maintain a weekly and daily detailed plan for teaching so as to ensure effective implementation. Various innovative teaching methodologies are facilitated through the use of Smart Boards, e-class rooms, video conferencing facilities, LCD projectors, and e-resources in the library.

TAF is a Teachers’ initiative, encouraged by the Management, which promotes research, encourages inter-disciplinary activities in teaching and research, organizes workshops and seminars to acquaint teachers with modern teaching aids, as well as helps teachers hone their pedagogic skills.

1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalization of the curriculum?

Industrial Visits (IV) are organized by various departments. Industrial projects, summer internships are undertaken for students, consultancy is done by some departments; companies/industries conduct seminars and workshops for acquainting the students with the various skills required for the employment sector. These are some of the ways by which one keeps track of the demands and expectations of the industrial sector from the curriculum.

Table 2 - Research body / Industry-Based Projects

	Name of student	Class	Time duration	Place	Name of the project
1.	Shweta Patel	FYBSc (Life Science)	5 weeks (April to June 2012)	Homi Bhabha Centre for Science Education - TIFR	CUBE - Collaborative Undergraduate Biology Education Project: Testing, Learning and Memory in <i>Drosophila</i> Amount allotted: 10,000/- 1 st Prize
2.	Urja Asher	FYBSc (Life Science)	5 weeks (April to June 2012)	Homi Bhabha Centre for Science Education - TIFR	CUBE - Collaborative Undergraduate Biology Education Project: Gustatory response in Earthworms Amount allotted: 6,000/- 2 nd Prize
3.	Kimberley Nigrel, Kyrus Modi, & Zahan Patuck	SYBCom	Sept. 2013	Onboard Pvt. Ltd.	Successful marketing is a product of Good management
4.	Ratnesh Desai	SYBCom	August 2010.	Gem Corp.	Research and Marketing -Chemical Supplies

The Placement Cell constantly endeavors to obtain feedback from its students placed in the employment sector through campus placements

This gives an idea about the positive aspects of the curriculum as well as the areas that needs to be improved upon for better placement opportunities. These are then conveyed to the University in the BOS meetings. The expertise of the visiting faculty (drawn from the industry) in the various self-financing courses also helps in giving an effective feedback to the University.

The University/UGC research projects help to identify the areas in the curriculum which one needs to pay more attention to, in keeping with societal and industrial demands.

Annexure II - Campus Placements (available on site)

1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University? (Number of staff members/departments represented on the BOS, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.

Many teaching faculty are BOS members and are a part of syllabus revision committees at the University, as Ad-hoc Board members pertaining to various disciplines, as well as on the BOS of several autonomous institutions.

A new initiative of the college was to constitute a *College BOS* for the self-financing courses which includes industry experts who give their inputs on curriculum, Alumni and students help identify the lacunae and take appropriate measures to enhance the quality of the program. Suggestions are welcomed from all stakeholders especially from the industry, many of whom are also the Visiting Faculty for the same.

The college has been conducting a TAQ as a feedback mechanism for improvement of teacher quality. Being affiliated to the University of Mumbai, it has to follow the syllabi set by the University. However, as teachers of several departments are on the BOS, they are in a position to put forth their valuable suggestions and contribute towards curriculum development. Exit polls are also conducted by many departments which will soon be institutionalized.

Stakeholders especially parents, are kept aware of the curriculum through regular Parent-Teacher meetings/orientations conducted by different departments, college web-sites. Such interactions bring about a healthy and fruitful exchange of ideas among the principal stakeholders. Parents are also made aware of the objectives of the curriculum and what the college expects of the students at the Orientation of the first year students.

The members of Managing Board (academic advisors) also take a keen interest by participating in IQAC meetings and by holding regular meetings with the Principal.

1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If 'yes', give details on the process (Needs Assessment, design, development and planning) and the courses for which the curriculum has been developed.

The Microbiology, Economics, English and Mathematics Departments had credit courses for a limited time period which had to be discontinued on account of the Credit Based Semester and Grading System (CBSGS).

Certificate courses are conducted by various departments. This updates the knowledge of the students with regards to emerging global trends.

1.1.8 How does institution analyze/ensure that the stated objectives of curriculum are achieved in the course of implementation?

In the beginning of the semester, the faculty draws up a teaching plan, in which the stated objectives are incorporated. The teacher diary helps in the implementation and review of the same. Periodical tests provide feedback on the process of learning. Co-curricular activities are designed to help students achieve discipline related skills.

1.2 Academic Flexibility

1.2.1 Specifying the goals and objectives give details of the certificate/diploma/skill development courses etc., offered by the institution.

The institution offers certain certificate courses in keeping with the emerging needs of the job market and the global scenario. Many certificate courses have been introduced by the various departments with the objective of:

1. to bridge the gap between academics and industry
2. to provide them employability skills
3. to enrich the curriculum
4. to provide value-based education and imbibe respect for diversity.

Refer Annexure I - Certificate Courses (available on site)

1.2.2 Does the institution offer programmes that facilitate twinning /dual degree? If 'yes', give details.

A foreign collaboration has been established with the University of Fraser Valley, Canada, available to the students of Computer Science. They are required to earn 90 credit points. On completion of three years of graduation from Mumbai University, Jai Hind College, students join the 4th year of BSc programme (Computer Information System) at Fraser Valley.

1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability. Issues may cover the following and beyond:

- **Range of Core /Elective options offered by the University and those opted by the college**
- **Choice Based Credit System and range of subject option**
- **Courses offered in modular form**
- **Credit transfer and accumulation facility**
- **Lateral and vertical mobility within and across programmes and courses**
- **Enrichment courses**

The College offers many Core/Elective options as per the University guidelines. The CBSGS has been implemented since 2011 - 12. Credit transfer (between colleges) and accumulation of credits within the subject and vertical mobility is permitted. Value addition courses (Certificate Courses) and enrichment courses for Arts, (Different applied components) Science and Commerce streams for the different subjects are some of the provisions made available.

The Entrepreneurship cell also strives to better the employability prospects of students by holding workshops, talks by eminent personalities, to create awareness about the current global demands, besides conducting the Basic and Advanced courses on entrepreneurship.

1.2.4 Does the institution offer self-financed programmes? If ‘yes’, list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

The college offers various independent self-financed programmes; BMS, BMM, BBI, BAF, BFM, BSc (Computer Science), BSc (IT), MCom and BSc (Biotechnology) courses. These courses have been introduced on a permanently no grant basis. The admission process is as per the Government and University guidelines. The curriculum is as prescribed by the respective BOS. The fee structure for these courses differs from the aided courses, but is as recommended by the University of Mumbai.

The Institution makes every endeavour to appoint qualified teachers and their salary is commensurate with their qualification, experience and expertise.

1.2.5 Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If ‘yes’ provide details of such programme and the beneficiaries.

Most of the self-financing programmes offer skills and knowledge relevant to regional and global employment markets. Additionally Certificate courses, seminars and workshops, are organized by the institution for both students of aided and self-financing programmes to help them learn soft skills and life skills which improve their employability quotient.

Refer Annexure I - Certificate Courses (available on site)

1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice” If ‘yes’, how does the institution take advantage of such provision for the benefit of students?

No such provision is there by the University.

1.3 Curriculum Enrichment

1.3.1 Describe the efforts made by the institution to supplement the University's Curriculum to ensure that the academic programmes and Institution's goals and objectives are integrated?

As the college is affiliated to the University of Mumbai, it follows a University prescribed syllabus. Many departments organize talks/seminars to supplement the curriculum. Regional and National seminars organized by various departments focus on the emerging national and global trends.

The traditional college debates held by the Literary and Debating Society, projects given to students by Extension Activity cell, Rotaract Club of Jai Hind College (RCJC), College Social Responsibility (CSR) cell, and NSS as well as the challenging teaching methodologies adopted in the classroom through such as debates, brain-storming sessions, and case studies ensure that the curriculum bears some thrust on national development.

Foundation Course an interdisciplinary paper is taught at the FY and SY levels, which focuses on value orientation, social issues and community and national development.

Faculty from individual departments are encouraged to attend seminars and workshops organized by the University of Mumbai as well as those organized by eminent institutions in the city and across the country so as to enable them to be updated with the latest trends in the fields.

1.3.2 What are the efforts made by the institution to enrich and organize the curriculum to explicitly reflect the experiences of the students and cater to needs of the dynamic employment market?

The University does not grant the discretion to the affiliated colleges for any change to be brought about in the existing syllabus. Any such modification is effected by the University after every 5 years through the Academic Council wherein the affiliated colleges are adequately represented as BOS members. Such changes are then implemented on final approval by the Senate.

However, suggestions are given to the BOS members so as to enrich the syllabus in keeping with the needs of the students and the dynamic employment market. Such feedback is obtained from Industrial Visits organized by most of the departments either as curricular or co-curricular activities.

Also, Mock Interviews and CV writing workshops organized by the Department of Commerce and the Placement Cell are a way to prepare the students for the tasks that lie ahead of them. Visiting Faculty is drawn from the industry to acquaint the students of the demands of the job market.

1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

Jai Hind College has established several cells and committees to take care of these diverse but socially relevant issues. They are responsible for spreading the message of these social causes through organization of street plays, debates, skits, seminars and discussions. The English, Political Science and Philosophy departments had organized a seminar on ‘Rethinking Women’s issues in Contemporary India’; Gender related issues such as “Gender Sensitivity” and “Gender Inequality” has been dealt with in the activities of WDC, Extension Activity cell and CSR. Climate changes and environmental education are dealt with in the activities of NSS and Extension Activity Cell as well as in seminars like “Planet earth... Take Care...Take Charge...” and “On the brink??”. ICT tools are used by all departments as an integral part of teaching.

1.3.4 What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?

- **Moral and ethical values**
- **Employable and life skills**
- **Better career options**
- **Community orientation**

Holistic development of students is taken care of through the Foundation Course syllabus which is an interdisciplinary curriculum of first and second years.

Moral and ethical values are also taught through various activities of the CSR cell. Employable and life skills are taught through the departmental societies and Placement Cell activities. This is also taught through the organization of industrial visits, seminars and workshops on career options, skill oriented workshops, as well as talks by eminent personalities on the expectations of the job market. Community development is taught through the activities of NSS, CSR, RCJC and Extension Activity Cell. Students also learn skills by organizing the various activities of the societies/cells.

1.3.5. Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?

Informal feedback on curriculum is obtained from students through discussion in the classroom. A more structured format is the Exit Poll. Parents give feedback at parent-teacher meetings. Interaction with NGOs and other social institutions for CSR activity keeps the institution informed about community feedback.

Feedback from the Management during departmental presentations and interaction between the members of Managing Board and Principal helps in gathering feedback.

1.3.6 How does the institution monitor and evaluate the quality of its enrichment programmes?

The institution monitors and evaluates the quality of its enrichment programmes such as certificate courses, seminars and research projects through various modes of feedback, annual departmental and society presentations. External faculty and students participating in such programmes share their views which help monitor the same.

1.4 Feedback System

1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

As the college is affiliated to the University of Mumbai, it follows a University presented syllabus and the HODs of several departments are committee members of the BOS and hence, are in a position to contribute to the curriculum development.

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

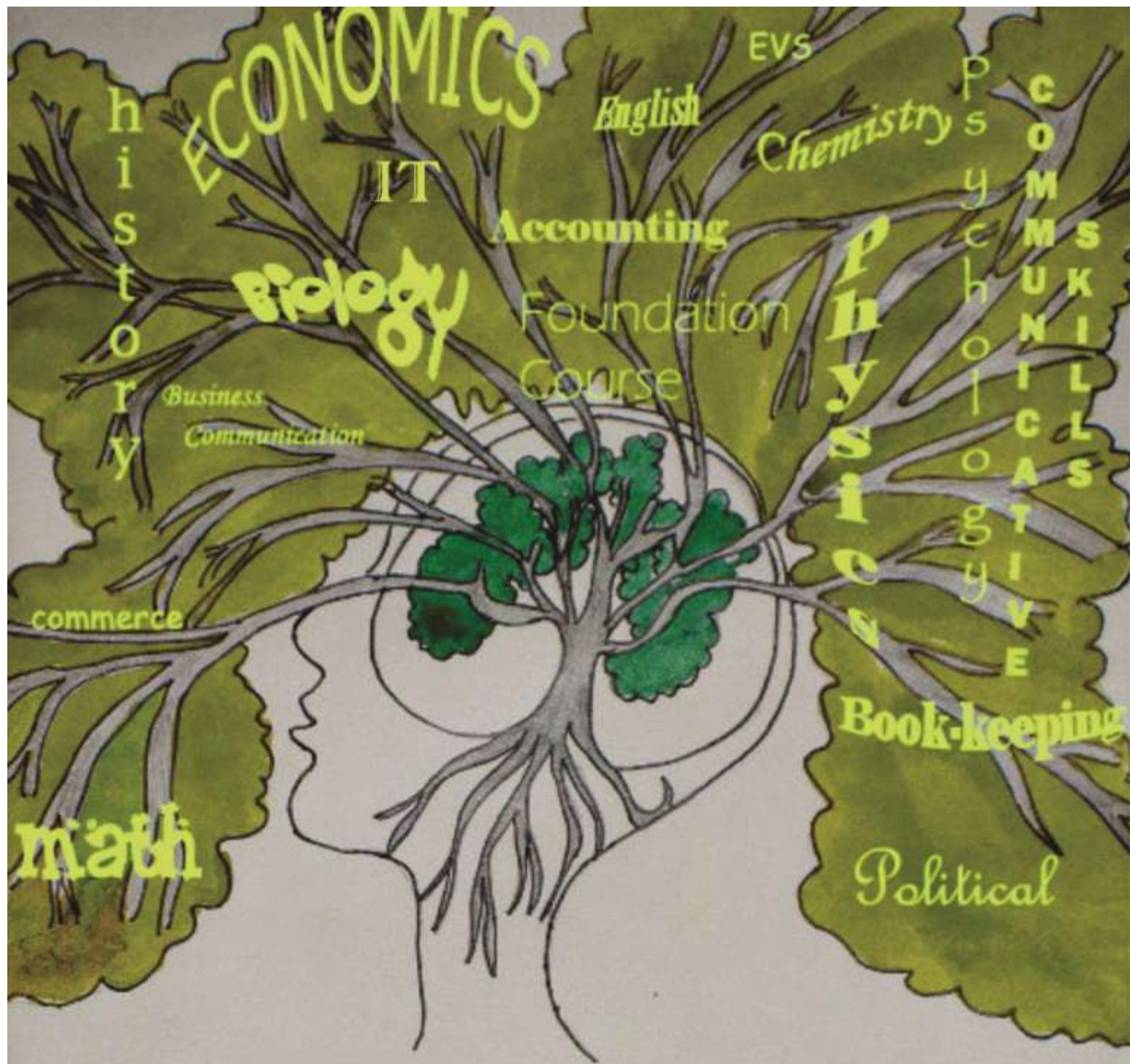
Exit poll, student representation on the IQAC and College BOS for unaided are some of the mechanisms used to obtain feedback on the curriculum. Informal feedback on curriculum is obtained from various stakeholders and the same is communicated to the University for consideration through the syllabus workshops. For curriculum enrichment, add-on courses are introduced.

1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?)

Keeping in mind recent trends in the job market, the institution felt it necessary to introduce new courses like BAF, BFM, BBI, BSc IT and MCom.

1.4.4 Any other relevant information regarding curricular aspects which the college would like to include.

The institution recognizes the need to include courses other than those recommended by the University. Skill based courses like Digital Media Marketing, Financial Markets, Risk Management, and Elementary and Advanced Courses on Entrepreneurship are offered. To give an international flavor summer courses offered by Kings College are held in the college.



Teaching-Learning
&
Evaluation

Committee Members

Dr L Ganesan (Head)
Ms N K Jyothi (Deputy Head)
Mr S Iyer
Ms D Daruwalla
Dr K Chawla
Ms N Kotwal
Dr S Deepak
Ms R Jaisinghani
Ms V Dhamankar
Ms S Shah

II. Teaching-Learning & Evaluation

2.1 Student Enrolment and Profile

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

The Jai Hind College website offers information regarding the various courses available, the detailed syllabi, the process of admission & previous years cut off percentage. The prospectus is available with the admission form (on-line since 2012 - 13) which contains information about the choice of subjects in the stream, in which admission is being sought, the college profile as well as the details about the admission process. In addition newspapers give wide publicity to the FY Degree admission process through interviews of Principals of colleges which are sought after.

The college ensures transparency in its admission process by displaying the merit list for the various categories on the campus as well as on the website. The same is maintained by an admission committee comprising the Vice Principals & senior teachers.

2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.

Admission to the First Year Degree course follows university norms. The students applying for first year degree courses need to complete a pre-admission registration process with the university. The in-house junior college students are admitted first & outsiders are admitted on merit subject to vacancies, as per the government and university guidelines. All reserved category students are given admission as per the policy of the State Government.

Admission to second and third year degree courses is done routinely in Commerce. There are two specializations offered at third year level, viz., Accounts and Management. In the Arts & Science streams, the students are counseled to opt for a major subject, keeping in mind their interest and aptitude. Admission is given to meritorious students from other colleges, subject to availability of seats.

2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

The cut off % varies from year to year depending on the XII board results and the demand for the various courses. The cut offs at our institution for the last

two years is given in the following table:

Table 3 - Admission Profile

2013-14	Max	Min
FYBA	87.67	51.00
FYBSc	98.20	41.33
FYBCom	96.20	50.00
2014-15	Max	Min
FYBA	96.20	49.08
FYBSc	88.60	44.00
FYBCom	96.20	45.23

As compared to Hinduja, Lala Lajpatrai, K.C. & Sydenham Colleges, our cut off percentage is higher for Commerce but as compared to H.R. College, it is marginally lower. The cut off percentage of nearby colleges like K.C, Bhavan's and Wilson Colleges in the Arts stream is lower compared to our cut off where as St. Xavier's has a higher cut off percentage. In the Science stream, over 90% of our 12th standard students join professional courses and the cut off percentage is comparable to the colleges in the vicinity. The unaided courses are in great demand amongst students of all streams and the cut off percentage for BMS and BMM soaring as high as 88%.

2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes' what is the outcome of such an effort; and how has it contributed towards the improvement of the processes?

Yes, there is a mechanism to review the admission process. The team of the Principal, the Vice Principals, the Chief Administrative Officer and the administrative staff review the process every year to implement university ordinances and guidelines. The administrative staff attends workshops organized by the university on the admission process. Student council volunteers assist during the admission. Feedback is taken from students, parents and volunteers. One of the outcomes is that the admission has been made online. Prospectus is also available online. This has led to wider publicity for the institution and the courses, across the country and enrollment of students from other states has increased substantially.

2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate /reflect the National commitment to diversity and inclusion

- * SC/ST
- * OBC
- * Women
- * Differently abled
- * Economically weaker sections

*** Minority community**

*** Any other**

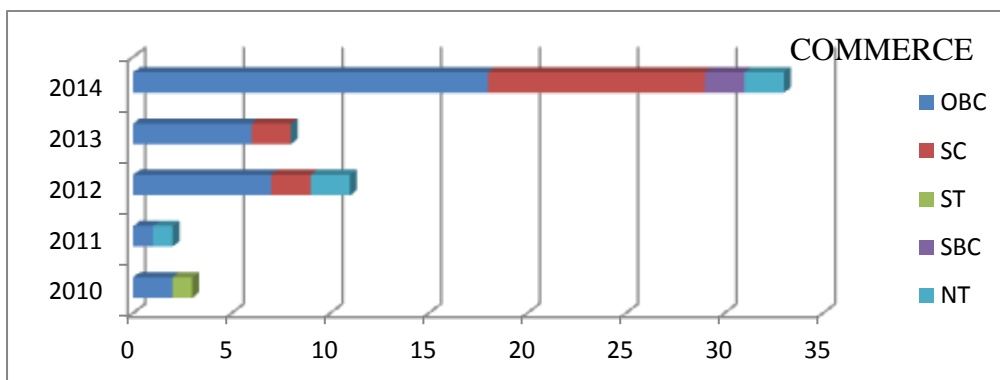
Even though Jai Hind College is a Sindhi minority institution, its admission policy is governed by inclusivity, and it strictly follows the admission guidelines laid down by the Government. Besides the students from the socially disadvantaged groups, a sizable number from the economically weaker sections, students with learning disabilities, children of widows and defence personnel are admitted. There is also a sports & cultural quota through which we admit highly meritorious students.

In accordance with government rules, SC/ST/OBC candidates are refunded fees (tuition, lab, examination, library and sports) by the Social Welfare Office. The college has a high ratio of girls to boys. The students from economically weaker sections are provided with special merit cum means based scholarships/fee-waivers as an initiative of the college. There is no discrimination based on caste, creed, culture, gender or religion and all are given equal opportunities to grow and develop into able, responsible citizens of the future. The following tables and charts give the number of students enrolled in the reserved categories. There is a marked increase in the number over the last 5 years which reaffirms our commitment to inclusive policy and our commitment to providing access to education for diverse categories.

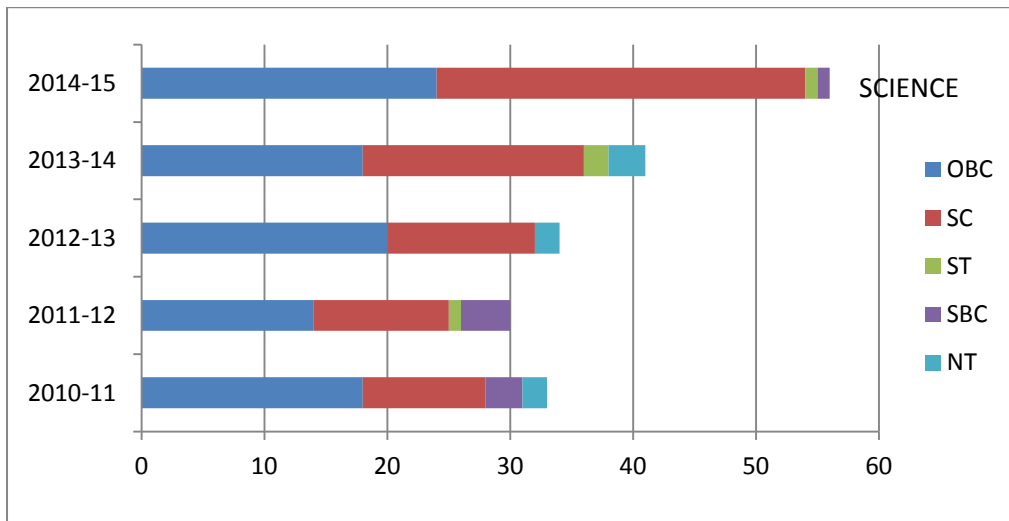
The following tables give the number of students from the reserved categories admitted to the various streams in the last five years.

Table 4 - Students from the Reserved Categories

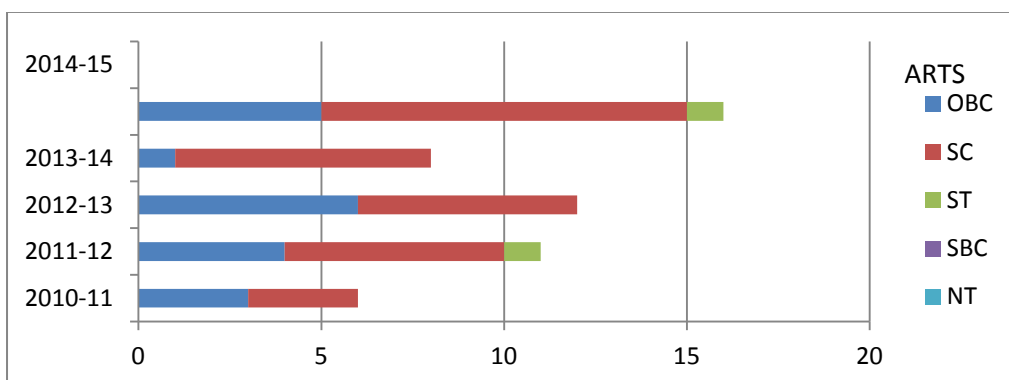
COMMERCE	2010-11	2011-12	2012-13	2013-14	2014-15
OBC	2	1	7	6	18
SC	0	0	2	2	11
ST	1	0	0	0	0
SBC	0	0	0	0	2
NT	0	1	2	0	2
Total	3	2	11	8	33



SCIENCE	2010-11	2011-12	2012-13	2013-14	2014-15
OBC	18	14	20	18	24
SC	10	11	12	18	30
ST	0	1	0	2	1
SBC	3	4	0	0	1
NT	2	0	2	3	0
Total	33	30	34	41	56



ARTS	2010-11	2011-12	2012-13	2013-14	2014-15
OBC	3	4	6	1	5
SC	3	6	6	7	10
ST	0	1	0	0	1
SBC	0	0	0	0	0
NT	0	0	0	0	0
Total	6	11	12	8	16



		2010-11	2011-12	2012-13	2013-14	2014-15
BFM	OBC	0	0	1	1	4
	SC	0	0	0	0	0
	ST	0	0	1	0	1
	SBC	0	0	0	0	0
	NT	0	0	0	0	0
	Total	0	0	2	1	5
BAF	OBC	0	2	2	1	2
	SC	0	0	1	4	5
	ST	0	0	0	0	0
	SBC	0	0	0	0	0
	NT	0	0	1	3	2
	Total	0	2	4	8	9
BMM	OBC	2	2	2	2	9
	SC	4	2	3	3	5
	ST	1	0	1	0	3
	SBC	0	1	0	0	0
	NT	1	1	2	1	4
	Total	8	6	8	6	21
BMS	OBC	4	4	3	5	12
	SC	6	4	6	4	7
	ST	1	2	0	3	4
	SBC	0	0	0	0	0
	NT	0	2	0	3	6
	Total	11	12	9	15	29
BBI	OBC	5	1	2	2	3
	SC	2	3	4	2	1
	ST	0	0	0	0	0
	SBC	0	0	0	0	1
	NT	1	1	1	0	0
	Total	8	5	7	4	5

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase/decrease and actions initiated for improvement.

Table 5 - Programmes offered by the institution

2010- 2011

Programmes	Number of applications	Number admitted	Demand Ratio
UG			
FYBCom	Approx 1200	510	2.4: 1
FYBA	Approx 800	254	3.2:1
FYBSc	Approx 900	266	3.3:1
FYBAF	Approx 650	60	10.83:1
FYBFM	Approx 450	59	7.63:1
FYBBI	Approx 300	57	5.26:1
FYBMS	3481	57	61.07:1

FYBMM	1550	58	25.83:1
PG			
MSc I Chemistry (Papers & Research)	4 in house seats	08	
PhD (Botany)	4 registered prior to '10	2 (July '10)	

2011- 2012

Programmes	Number of applications	Number admitted	Demand Ratio
UG			
FYBCom	Approx 1200	396	4:1:1
FYBA	800	234	3.4:1:1
FYBSc	800	189	4.2:1:1
FYBAF	642	58	11.07:1
FYBFM	415	60	7.03:1
FYBBI	226	57	4.04:1
FYBMM	1480	64	22.08:1
FYBMS	2455	63	38.9:1
PG			
MSc I Chemistry (Papers & Research)	4 in house seats	08	

2012- 2013

Programmes	Number of applications	Number admitted	Demand Ratio
UG			
FYBCom	1903	375	5.07:1
FYBA	880	212	4.15:1
FYBSc	977	159	6.14:1
FYBAF	834	64	12.63:1
FYBFM	521	60	8.68:1
FYBBI	345	49	7.04:1
FYBMM	1520	63	24.12:1
FYBMS	2315	66	35.08:1
PG			
MSc I Chemistry (Papers & Research)	4 in house seats	08 + 02	
PhD Botany		1	

2013- 2014

Programmes	Number of applications	Number admitted	Demand Ratio
UG			
FYBCom	1754	416	4.22:1
FYBA	887	241	3.68:1
FYBSc	897	204	4.40:1
FYBAF	651	60	10.85:1
FYBFM	435	60	7.25:1
FYBBI	472	58	8.14:1
FYBMM	1560	60	26:1
FYBMS	2673	120	22.27:1

PG			
MSc I Chemistry (Papers & Research)	4 in house seats	04 + 01	
MCom I (Advanced Accountancy)	96	59	1.63

2014- 2015

Programmes	Number of applications	Number admitted	Demand Ratio
UG			
FYBCom	2534	394	6.43:1
FYBA	1321	229	5.76:1
FYBSc	925	250	3.7:1
FYBAF	1048	69	15.19:1
FYBFM	698	69	10.11:1
FYBBI	446	68	6.56:1
FYBMM	1495	136	11:1
FYBMS	2808	136	20.64:1
FYBSc IT	266	67	3.97:1
PG			
MSc I Chemistry (Papers & Research)	4 in house seats	8	
MCom I (Advanced Accountancy)	336	60	5.6:1

2014- 2015

Value added Certificate Courses	Department	Expected number of Students
International Relations	History	50
Indian Cultural Heritage	History	50
Forensic Science	Life Sciences	30 (19 doing the course)
Basic techniques in Microbiology	Microbiology	15
Basics in Astronomy	Physics	15
Android Application and Development	Computer science	25
Elementary course in Entrepreneurship.	E- Cell	60/batch Total 120
Advanced course in Entrepreneurship	E- Cell	35
Risk Management	BMS	25
Financial markets	BMS	60
Digital media marketing	BMS	60
Any other		
Bridge course FYBSc Biotech	Maths Dept.	As per demand

Observations and reasons: There is a growing demand for self-financing courses, so a second division of BMS (since 2013-14) and BMM (since 2014-15) taking the intake to 120 students per program has been started. MCom having an intake capacity of 60 students has also been started since 2013-14. We have also observed the migration of Science students to Arts, Commerce & other unaided courses (as they are more attractive with many career options). The BSc (IT) with intake capacity of 60 students was also introduced in 2013-

14 due to student demand.

Actions taken and outcomes: One of the reasons for online admission is to attract more and better students from all over India. The enrollment from other states has thereby increased. In the Arts faculty students & teachers from Delhi Public School, Surat, visit the college to learn about the various courses and support facilities available. Efforts are made to create awareness among our in-house junior college students about courses offered at the degree level and the career options available.

Awareness has been created about the pure science courses through initiatives like X'plore, a Science exhibition started in 2012 and continued till date wherein school students are invited to visit the exhibition along with their teachers, with the purpose of motivating them towards Basic Sciences.

2.2 Catering to Student Diversity

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

The institution does the following to cater to the needs of the differently-abled students, thereby ensuring adherence to government policies in this regard:

The college has a large number of students with learning disabilities. Every effort is made to provide them with necessary assistance. The new building is equipped with a ramp, wider doors to accommodate wheel chair to facilitate differently-abled students. In case of disability or any other medical condition, attendance requirements are relaxed. LD students are given extra time and writers during the examination as per Government policies and guidelines. The college has always followed a student-friendly policy and the faculty has been mentoring students in an informal way. In 2012, the Mentor Cell was formed to make it more structured and systematic. The cell organises workshops on study skills, life skills and helps in overcoming learning barriers. It also organizes workshops on Personality Development, and Positive Thinking & Self Confidence. Departments provide necessary subject specific assistance.

A language laboratory software is available in the Interactive Learning Centre. Students from vernacular backgrounds and/or belonging to the socially disadvantaged groups are encouraged to attend the sessions in it.

2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.

The institution assesses student needs during admission. At each level of the degree program the institution has made provisions for assessment of the student before the commencement of the program. The admission committee interviews and assesses the students' abilities. Keeping in mind their career

pursuits and higher education plans, they are counseled accordingly and knowledge gaps are identified. Based on this, they are counseled to choose a combination of subjects that suit their potential.

2.2.3 What are the strategies adopted by the institution to bridge the knowledge gap of the enrolled students (Bridge/Remedial/Add-on/Enrichment Courses, etc.) to enable them to cope with the programme of their choice?

Many methods are used by the college as per student and subject requirements. Bridge courses are offered wherever necessary. Various strategies such as remedial teaching, collaborative learning, approach writing for practical, screening of films on important issues, practice sessions for viva and practical, enriching through creative teaching like clay modeling & role plays, are used. Weaker students are given time beyond class hours by their teachers, to bridge the gaps in their knowledge and improve their performance. Teachers put in extra efforts to help students excel at the examinations particularly at the third year level.

Add-on/Bridge courses are conducted for students in the self-financing programmes where students from different disciplines are enrolled (Accounting, Financial Markets, International Relations). The students offering Biotechnology complete a bridge course in Mathematics and Statistics, if they have not offered Mathematics in class XII.

2.2.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?

The college has exclusive cells and groups for sensitizing both staff and students to gender, inclusion and environment viz., WDC, Anti-Sexual Harassment Cell, CSR, NSS, RCJC, Nature Club and Extension Activity Cell. These societies organize events like interactive talks, lecture - demonstrations, marathons, films, debates, poster competitions, drama competition, and exhibitions on various sensitive and critical issues like environment, gender bias, social malpractices, inclusive education and inclusive growth. Some of the events in the past have highlighted equality of sexes, helping the underprivileged, safety of women, health, and environmental awareness, promoting Women Entrepreneurs through “Bachatgat”; celebrating Nari Mukti Din, hosting an event for Cancer Aid and Research Foundation through “Umeed Cultural Program”, self-defense for girls, street plays and Psychology Fest “Mindscape” to mention a few.

The faculty is sensitized to the diverse needs of the students, and the college ambience is conducive to the growth of all learners. So we have seen an improved intake of students from diverse backgrounds. Their progress is monitored and assisted by the concerned faculty.

There is an increase in the enrolment of students belonging to the reserved

category and in the number of Muslim girls. This is an indicator of the fact that the support system provided is appreciated by these students and they feel confident to be part of the Jai Hind Family. There are no drop outs and students are completing the degree programs of their choice successfully.

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

Through class interaction/performance, the advanced learners are identified. Faculty regularly inform them about intra and intercollegiate competitions and seminars, where they participate and their abilities are tested and honed. Teachers challenge and motivate these students to go beyond the course work and to take up summer training and research projects in institutions/hospitals. They are guided to present papers/posters at different fora (eg Avishkaar, Inter-Collegiate fests, Konark Research Meet). These students also mentor the weaker students.

Departments organize national/international and student seminars that expose them to research and paper presentation. Some teachers help students to prepare for entrance exams for post graduate schools, and for UPSC examinations.

Advanced learners who want to go abroad and benefit from higher education in international settings have many options like Ontario Maharashtra Goa exchange programme, Nottingham Trent University, Bournemouth, Fraser Valley and King's College and they are given fee waivers/discounts/scholarships.

Exhibitions in college and visits to institutions like RBI, HERAS Institute, Stock Exchange, TIFR, MINT, ACTREC give students an opportunity to expand their horizons.

2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc. who may discontinue their studies if some sort of support is not provided)?

Risk of drop out can be anticipated by poor performance in exams, tests, assignments and class interactions. Further very poor attendance is also another indicator. Students performing poorly are counseled by the teachers and they are also referred to the professional counselor on campus. Parents are called and advised about the poor performance/attendance of the student. Besides teachers, the Vice Principals and the Principal also meet the students and parents, and help resolve problems. Slow learners are given easier notes and simpler textbooks. Extra time is given to help them improve their performance. Students from economically weaker sections are provided with

books from the department library. Additionally, teachers from the Mentor Cell meet the students and encourage them to improve their performance.

2.3 Teaching-Learning Process

2.3.1 How does the college plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc)

Teaching plan:

The BOS of each subject frames the syllabus and gives guidelines for the teaching plan. Departments hold meetings to decide distribution of topics and lectures, and discuss the teaching plan. The college plans the academic and examination calendar. The grids for evaluation are based on the guidelines of the university and the teachers and students are oriented about it by the Principal and Vice Principals. The examination calendar for the year is uploaded onto the website.

Teaching Schedule

There is a timetable committee which prepares the college timetable in consultation with departments. Each department holds meetings at the beginning of each semester to discuss the syllabus and work out the teaching plan. A diary is maintained by each teacher. There is flexibility to accommodate remedial lectures, extra classes and contact hours. Heads of the departments monitor the completion of the syllabus and ensure the overall pattern of the examination; question papers and weightage of topics are as per the recommendations of the university.

2.3.2 How does IQAC contribute to improve the teaching-learning process?

The IQAC is actively involved in the execution and quality control of the teaching, learning & evaluation process. IQAC enables the sharing of best practices through annual departmental/criteria presentations, innovative teaching-learning methods and discusses proposals for new programs and courses.

Most of the members of the IQAC are Heads of Departments who help facilitate the dissemination of the quality initiatives taken. External members include academic (Prof Rupa Shah, former VC SNDT University) and industry (Ms Bhavna Doshi, Ex KPMG and member IMC) experts who are of a very high caliber, whose suggestions are greatly valued and implemented. The Principal is a member of the Quality Improvement and Technology Committee of the IMC and a member of the Educational Scholarship Committee of Priyadarshini Academy and the Convener is an examiner for the Quality Cell of the IMC. Feedback is also taken from a student member and an alumnus who are on the IQAC. Deliberations therefore include brainstorming of

innovative teaching-learning practices and several quality measures. The IT expert and librarian contribute inputs for up-gradation of ICT tools and learning resources.

2.3.3 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

The college puts a lot of emphasis on active and interactive learning. Teaching-learning is made student-centric by giving our students every opportunity for independent as well as collaborative learning.

Specific methods include the following:

- Assigning group projects (*Collaborative Learning*)
- Problem solving sessions - independently as well as in groups (*Independent/Collaborative Learning*)
- Use of software to illustrate graphs, area of integration, surface of revolution etc in mathematics (*Use of ICT*)
- Creating interactive sessions in class through discussion, debates, role play, quizzes, and tutorials. (*Participative Learning*)
- Screening of movies, discussion on books, and games (*Experiential Learning*)
- Real time projects (*Experiential Learning*)
- Student seminars, participation in festivals, annual exhibitions (*Collaborative and Experiential Learning*)
- Field trips and study tours (*Experiential Learning*)
- Facilitating students to learn at their own pace and space through e-resources, *connected classrooms (e-learning)*

Support systems available:

- Library with student friendly resources, departmental libraries, access through INFLIBNET, Multimedia resources, Interactive CDs
- Departmental laptop for teaching - learning.
- Software like graphical calculators
- LCD Projectors
- Interactive projectors in a few classrooms
- LAN network which allows file sharing and access to library server, Wi-Fi connectivity in some areas, Library internet connectivity
- Connected classrooms on a digital platform
- Language Lab
- AV room is used as and when required for film screenings, seminar presentations and paper reading.
- Workshops organized by the TAF of the college
- Facilities to make Charts/Exhibits/Models by students

In 2014-15, the college has signed a MOU with Edusync - Thinktap Solutions for cloud connected classroom. On this platform, teachers create and manage classrooms online, post assignments, study materials, notification etc. Teachers can message whole class or students individually, track individual student questions, plan teaching assignments in advance, post links, and store all these in library. The Principal, who is the administrator, can view the online activities in each class room but the teacher has autonomous control over the activities. Students can upload assignments to the teacher digitally, access teacher guides in the library, access class calendar for deadlines and other notifications. It is an initiative which (i) uses and integrates technology (ii) connects all students in a virtual class room where we can have *Flipped class rooms* and (iii) is a green initiative.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

The institution nurtures critical thinking, creativity and scientific temper through planned activities in and outside the classroom. Learners are always encouraged to think out of the box and think critically. Creativity and originality of the students are brought out by innovative student-centric activities like the college magazine, departmental magazines/journals, and co-curricular/extra-curricular events. Scientific temper and critical thinking are inculcated among the learners by involving them in research meets, exhibitions where they put up projects, models, and posters. The students are mentored to take part in inter-collegiate competitions, seminars, National Graduate Physics Examination and so on. The class tests and semester end examinations require them to comment, analyze, evaluate, compare, and interpret facts through which their critical thinking abilities are challenged.

The co-curricular and extra-curricular activities prepare the students for learning organizational and leadership skills which prepare them to work in a multi-cultural & global scenario. Thus the culture and climate of the institution enables students to be lifelong learners and innovators.

The college acknowledges student innovators/researchers through awards on the Achievers' Nite. Some of our students worth mentioning here are:

- Shriyans Bhandari, who researched and authored a book - *Birds of Aravallis*, got a patent for shoes with recycled soles of sports shoes and bagged the Technology And Sustainable Development award at Eureka 2015, IIT-B for the best innovation.
- Yash Chandiramani, who won the Best Entrepreneur award.
- Sharan Goyal, who has filed application for patent in the Indian Patent Office, Chennai for 3 Industrial Design Applications for "Bean Bags".

The faculty motivates and mentors students in their research, projects and paper presentations. The creativity and innovation of the teachers are

acknowledged through letters of appreciation and sharing their best practices among the faculty.

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? Eg: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

Use of ICT tools has a positive effect on student learning. The college is a part of the UGC-INFONET Digital Library Consortium and all e-resources subscribed for the college under the N-LIST project are now accessible to Jai Hind College Library through the N-LIST as part of the initiative of the NME-ICT of the HRD ministry. The college has availed the Virtual Private Network Broad band connection of 5Mbps through MTNL at a subsidized rate as part of the project under NME-ICT.

Some of the technologies/facilities used by faculty for effective teaching are,

- E-learning resources through INFLIBNET
- Use of softwares to illustrate graphs, area of integration, surface of revolution etc in mathematics
- Use of the software A-view (as part of the NME-ICT project to) to access the live and recorded lectures (Enlighten Yourself Every Saturday) at University of Mumbai by eminent speakers. Recently during the Convocation this year, Dr Anil Kakodkar's commencement speech at the University was telecast.
- Connected Classrooms on a virtual platform
- Microscopes with projector attachment
- Interactive Projectors(Smart Boards)
- Laptops & LCDs
- Video conferencing during seminars
- Effective teaching-learning from helpful sites like:
 - * MIT Open Courseware
 - * Math forum
 - * Khan Academy
 - * w3schools.com
 - * tutorialpoints.com
 - * netbeanstutorial.org
 - * Youtube- animation videos, TED lectures
 - * Edmodo, PB Works, google groups

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

The faculty is continuously engaged in academic improvement and attends orientation, refresher courses, and short term soft-skill courses organized by the UGC/University. They are also engaged in research.

Departments organize student seminars, guest lectures, UGC sponsored seminars to expose students to advanced level of knowledge, skill and research in the respective disciplines. Blended learning is enabled by exposing them to TED lectures, MIT Open Courseware, INFLIBNET and other e-resources. Study material and links are uploaded in *connected classrooms*. Students attend and participate in intercollegiate seminars, fests, public lectures, and institutional visits to widen their horizons.

2.3.7 Detail (process and the number of students benefited) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advice) provided to students?

Student counseling and career counseling are available on the campus. Teachers are accessible to students whenever they have any difficulties. One to one mentoring as well as group mentoring is done as and when required by them. On an average 30-60 students approach the student counselor for help. There are individual and group counseling sessions. Workshops are also held on specific problems related to adolescence.

Mentor cell monitors and guides students from socially disadvantaged groups and special populations. Workshops are organized on topics like Personality Development, Study Skills, Positive Thinking & Self Confidence, Understanding the Self and Managing Learning Difficulties. On an average 50 to 60 students participate in these activities. The language laboratory software in the Interactive Learning Centre helps to develop spoken English skills.

2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

The faculty uses various innovative approaches to enhance the teaching-learning process such as mentoring by teachers, appointing students as mentors, peer teaching/learning, collaborative learning, flipped classrooms, use of Open Educational Resources (OERs), preparation of in-house laboratory manuals, tutorial journals, visits to other institutions, screening movies, attending public lectures, discussions and debates, publishing student edited refereed journal, research paper writing, paper/poster presentations and projects. As the students are tech savvy, they get involved in making presentations, and accessing OERs. So the teaching learning process has become more participative. Use of OERs and flipped classrooms has given the students the flexibility of learning at their own space and pace. All these

innovative methods have led to enhanced quality.

IQAC organizes meetings to share best practices and innovations. Departmental presentations during the Academic Audit and AQAR reports highlight innovations. This spurs other departments to think and implement innovative teaching approaches. TAF organizes seminars and workshops for teachers. The faculty is encouraged to participate in faculty developmental programs on innovative teaching practices. Students perform well academically as well as in research, co-curricular and extra-curricular activities organized at intra/inter-collegiate levels and at national fora. This is a reflection of the innovative spirit ingrained in the Jai Hind culture.

2.3.9 How are library resources used to augment the teaching-learning process?

As a part of continuous assessment, students are given assignments and projects for which referencing is essential. They are required to add a bibliography of the sources used for the same. Advanced learners are assigned research projects on topics beyond the syllabus. This again demands the extensive use of library resources. Some departments have their own libraries. The main library maintains a record of the books available in the departmental libraries. E-resources and multi media are available. The library server can be accessed through the LAN network.

2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.

As far as possible, teachers adhere to the time-frame specified in the syllabus prescribed by the University. At the beginning of each semester a teaching plan is prepared by each teacher which facilitates the process. Whenever required extra lectures, e-learning, reading assignments and other methods are used to cover the topics.

2.3.11 How does the institute monitor and evaluate the quality of teaching-learning?

The Academics Committee of the college comprising the Principal, Vice Principals and the Executive Secretary of the Board look at various academic issues and coordinate with the IQAC and Heads of Departments. The IQAC holds regular meetings and facilitates an annual academic audit to discuss and monitor the quality of teaching-learning. Best practices in teaching learning are shared and institutionalized.

Yearly TAQ's by students and review of the teacher diary are used to gather feedback on the quality of teaching-learning. The Principal uses student evaluation to give feedback to the teachers and to improve the quality of teaching-learning. The college has recently set up a *College BOS* for the self-

financing courses (BMS, BMM, BBI, BAF, & BFM) for getting feedback on curriculum and the teaching-learning process from the various stake holders including industry. This innovative practice has been introduced as a case study which may serve as a model for the institution across all faculties.

2.4 Teacher Quality

2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum.

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	0	0	0	0	0	0	0
Ph.D.	0	0	2	9	4	15	30
M.Phil.	0	0	0	0	0	3	3
PG	0	0	1	5	5	17	28
Temporary teachers							
D.Sc./D.Litt.	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0
PG	0	0	0	0	3	11	14
Part-time teachers							
D.Sc./D.Litt.	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0
PG	0	0	0	0	1	2	3

Recruitment strategy: Through advertisements in leading newspapers, a large database of qualified faculty has been created over the years along with networking with the visiting faculty. Whenever a vacancy arises efforts are made to expedite the process of appointment like getting clearance from the university, NOC from the Government, advertisement etc. In case there is any delay, adhoc appointments are also made by the management.

Though the college is a Sindhi minority institution, the management is progressive and encourages recruitment of qualified faculty (as per UGC norms) from diverse background.

	Number of Teachers						Total
	Sindhi	Non-Sindhi					
		Muslim	Christian	Parsi	Hindu	Res	
Maharashtra	4	5	6	5	43	2	65
Other States	2	-	-	-	17	-	19
Total	6	5	6	5	60	2	84

Retaining Strategies: Personal and Professional growth:

Personal Growth: The following strategies are employed:

Sixth pay commission has been implemented. Pay, remuneration & leave is granted as per government and university guidelines. Teachers on management rolls with requisite qualifications are paid according to their experience and expertise. Important committees like Grievance cell, Local Managing Committee (LMC), which influence teachers' working conditions, play an active role. The HR department facilitates the process of appointments and retention on management rolls. Healthy practices like get-to-gethers, Teachers' day celebration and achievement celebrations create an environment of camaraderie among the faculty.

Professional Growth:

Our faculty is qualified as per UGC norms. They are regularly deputed for orientation, refresher and soft skills courses organized by the UGC. Apart from these, study leave, research grants, duty leave, lien, special leave to attend conferences and present papers are also sanctioned. Wi-Fi connectivity for online research, access to e-journals, PG teaching at other institutions and industry based research and in-house workshops are some of the various strategies used by the college to promote professional growth.

Meritorious teachers who have superannuated are recommended for extension as per the provisions of the UGC/State Government. In the last 5 years two teachers have got extension beyond the age of 60 years.

2.4.2 How does the institution cope with the growing demand/scarcity of qualified senior faculty to teach new programmes/modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

All these courses have permanent in-house faculty with the adequate qualifications and requisite experience. The institution arranges for visiting faculty, guest lecturers from industry and academia for fields like IT, BBI, BAF, BMM, BMS and Biotechnology. Industry experience is given by organizing internships and study tours.

2.4.3 Providing details on staff development programs during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

a) Nomination to staff development programmes:

Academic Staff Development Programmes	No. of faculty nominated
Refresher courses	20
Orientation programmes	15
Staff training conducted by the University	15
Staff training conducted by other institutions	6
Summer winter schools, workshops, etc.	19

b) Faculty Training programs organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning and innovative teaching methods

The college organizes various workshops and training programme to empower and enable faculty to use technology, innovative methods, to create and manage e-contents, handling new curriculum and assessment.

Table 6 - Faculty Training programs

S. No.	Workshop	Organiser	Date	Resource persons
1.	Teaching Gen X and beyond - Continuous Assessment	TAF	25 th Feb, 2011	Dr V Amonkar, St Xaviers,
	Creating online content for testing,			Sudhir Menon (GotoTest)
	The psychological challenges faced by Gen X			Dr Sonawalla, Jaslok Hospital
2.	How To Create Content For Internal Tests	TruTech	Nov 2011	
3.	Recent trends in e-education	TAF	22 nd Feb, 2012	Piran Doctor,
	ICT for the classroom			Adip Puri
	Digital Technology: The other dimension			
4.	Research Methodology	TAF	25 th Feb, 2013	Prof V Patel, SNDT University
	Research Proposal, Research Paper and Dissertation			Dr S Guha, TISS
	Design of a quantitative research paper			
5.	Assignments To Be Used Online”	gototest	July 2013	
6.	Workshop on learning management system (Moodle), student response devices (Clickers)	TAF	3 rd Mar, 2014	Prof Sudhakar, IIT- B
	Workshop on Smart board			
7.	A Learning Science Approach to STEM education research	TAF	14 th Feb, 2015	Prajakt Pande (HBCSE)
	Invitation to open science			Prof G Nagarjuna (HBCSE)

Handling New Curriculum - (Syllabus workshops organised in college)

1.	FC Syllabus Revision workshop	Adhoc BOS	2010 - 11
2.	Credit System	Mr Shinde, Controller of Examinations	2011 - 12
3.	TYBSC Life Science	Adhoc BOS	2013 - 14

c) Percentage of faculty

- * invited as resource persons in Workshops/Seminars/Conferences organized by external professional agencies

- * participated in external Workshops/Seminars/Conferences recognized by national/international professional bodies
- * presented papers in Workshops/Seminars/Conferences conducted or recognized by professional agencies

Table 7 - Faculty Participation /presentation in seminar/conferences

% Invited as Resource persons	Participated in external Workshops%	Presented papers in Workshops %
26%	67%	44%

2.4.4 What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)

The following systems are used to help teachers recharge: study leave, facilitate research grants, duty leave, special leave to attend conferences and present papers, free Wi-Fi connection for online research, encourage PG teaching at other institutions and Industry based research, in-house workshops and access to e-journals. Faculty is encouraged to integrate technology and use creative and innovative methods in the teaching process. Workshops are organized to train the faculty. The management provides seed money for the TAF activities and the research journal.

2.4.5 Give the number of faculty who received awards/recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.

The Management is progressive and democratic in approach. They promote excellence among faculty by providing flexibility in working hours and special leave when required. They recognize and reward talent in the college. The working atmosphere is liberal and conducive to achieve excellence.

Two faculty members have received awards.

Dr Kirti Narain (former Principal)

Swajan Samman Award for outstanding achievements in the field of education (2010-11)

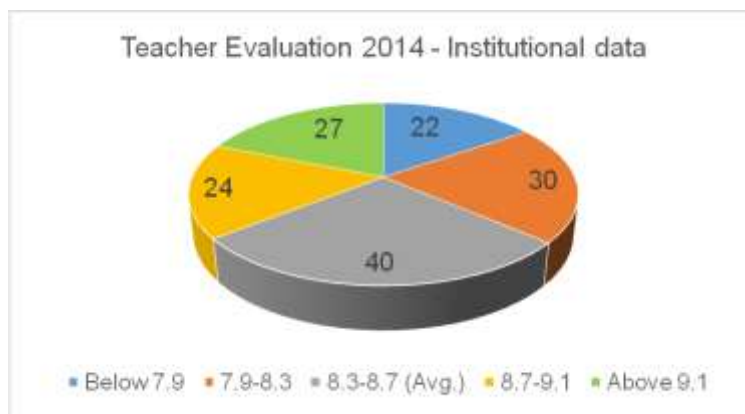
Giants International Award in recognition of “Inspiring excellence in education” (Sept 2011)

Dr S Varalakshmi:

Lokmat National Education Leadership Award for the best Industry related curriculum in Communications (2013-14)

2.4.6 Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

Evaluation of teachers by the students is done every year and the confidential reports are shared with teachers. Teachers are counseled by the Principal to make improvements wherever necessary. The following Pie Chart shows the distribution of the total no. of responses in TAQ with the institutional average being 8.5.



2.5 Evaluation Process and Reforms

2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

When the semester system was introduced a presentation was made to all the faculty members to explain the new pattern. A workshop was organized for the teachers and the controller of examinations was invited from the University of Mumbai as a resource person wherein the teachers interacted with him to learn the nuances of the Credit and the Grading system.

The faculty attended and/or organized BOS meetings where syllabus content and evaluation system were discussed. The marks for each unit /modules are decided by Mumbai University - BOS of each subject. Faculty members teaching each paper attend these workshops and are made aware of the mode of evaluation and the weightage. The Vice Principals of different faculties provide the University circulars to the faculty which are also displayed on staff muster and staff room notice board. Further clarity is obtained at staff meetings.

At the orientation to the first year students, the Principal and the Vice Principals address the students and their parents. The overall pattern of the evaluation system, including internal assessment and semester-end examination marks, standard of passing, rules for promotion and additional

examinations are communicated to them.

During the inaugural lectures and during the course of the program, teachers reinforce this information to the students. Subject teachers' also brief students about paper patterns expected model answers, weightages and credits. When the tests are conducted online, a mock test is conducted so that they are aware of the logistics and get used to the pattern.

2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

The credit and grading system introduced by the University of Mumbai from 2011-12 has been adopted and implemented efficiently by the college.

The institution had adopted the online platform to conduct tests for internal assessment of the students from 2011-12 to 2013-14. This helped us to manage the evaluation of a large number of students efficiently. As the University has changed the weightage and pattern of internal assessment, the tests are now conducted offline. For formative and summative assessment for the internal component, faculty uses several innovative methods like quizzes, multiple choice questions, projects, presentations, problem solving, tutorial journal, open book tests, cross words and so on. Exit chits and concept mapping are also used in some classes.

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

The examination committee draws out an examination calendar, which is displayed on the college website. The entire year's schedule including assignment submission, online /class tests and the semester- end examination, dates for examination form filling is prepared in the beginning of the year in consultation with the Vice Principals to facilitate planning of teaching and evaluation. This streamlines the process of online tests, submission of projects for additional examination for internal assessment. The schedule showing tentative dates are also displayed on the college notice boards.

The university has revised rules for evaluation of performance of special populations like students having learning disability. In this respect all requisite guidelines are followed with regard to conduct and assessment of examinations for these students.

Examinations are held as per the schedule. Additional examinations are conducted after 20 days of result declaration and before 40 days of the results as per the university rules. Systematic records have been maintained. All question papers are checked by the HODs to see that they are in keeping with the syllabus recommendations of the BOS. Moreover, answer books are

moderated by external peers if the number of students exceeds 100.

The institution also uses SMS alerts to inform students of critical dates and deadlines when necessary. In case of individual students, class teachers use emails/smses, or reach out through class representatives, and group forums. The examination committee meets regularly, analyses the results and ensures that the results are declared on time.

2.5.4 Provide details on the formative and summative assessment approaches adapted to measure student achievement. Cite a few examples which have positively impacted the system.

Formative assessment is done through a range of formal and informal procedures. During the learning process student learning is monitored by eliciting qualitative feedback and accordingly teaching plans and learning activities are modified to improve the learning process. This helps in identifying students' strengths and weaknesses and target areas that need work. The faculty uses a variety of methods like asking questions, asking students to summarise the topic in a few lines, quizzes, ungraded tests, entry/exit chits, concept inventory or concept maps etc.

Examples

- Formative assessment through the class participation method: Problems are given as group assignments. Students solve problems on the board and any student from that group can step in and help. Other groups also give feedback and questions are asked. This formative method helps the teacher gather feedback on the common misconceptions and the level of student understanding.
- Students are given a topic and are asked to give a presentation. It is followed by a discussion or debate in class. This gives valuable feedback to the teacher and is a truly interactive mode of teaching and learning. Students learn from one another's perspectives.

Summative assessment is done through internal assessment and semester-end exams. The pattern of continuous assessment has ensured better participation. Online platform is used to conduct internal assessment tests. Teachers create a question bank online, the students are served randomized question papers and evaluation is done online. Due to the change in pattern of questions and weightage, the tests are conducted in class in the traditional mode from 2014-15.

2.5.5 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc.)

Transparency: The evaluative process is made transparent by orienting the students and other stakeholders about the process. The rules are clearly stated

in the college prospectus and on the website. The orientation by the Vice Principals on the examination pattern, evaluation methods and passing standards at the start of the academic year, make these clear to students and parents. In addition, short sessions are held by the faculty for different groups in their classroom, to clear doubts and explain finer points. The grid of evaluation for the semester-end exams, and the grids for presentations and assignments during the continuous internal assessment, are displayed and explained. Class to class announcements, SMS/email alerts, notice boards & class forums, Class Representative (CR) involvement are all used to communicate deadlines. For class participation and conduct, all students are given ample opportunities to participate in all the activities that are part of the assessment. Departments hold a PTA meeting once or twice a year. Since the credit based system is evolving there are many changes and the stakeholders are updated regularly about the same.

Rigor: In the internal assessment there was a 25% weightage for behavioral aspects, independent learning, communication skills etc. The internal assessment (40 marks) has been broken down to specific heads to make it more rigorous (class participation, overall conduct, tests and assignments). Individual assignments emphasize independent learning. This is assessed through written and oral modes of communication. These either assess behavioral aspects/independent learning /communication skills individually or all the three together. The examples are report writing, essay, critique, demonstration of an experiment or role play; film screening and analysis; exhibits like charts, posters, documentaries; vivas, class presentations; paper reading in student seminars; problem solving and case studies. From this year onwards, the internal assessment component has been reduced to 25 marks with 5 marks for class participation and overall conduct.

2.5.6 What are the graduate attributes specified by the college/affiliating university? How does the college ensure the attainment of these by the students?

We have high aspiration for our graduates, and in the pursuit of our academic mission, we constantly endeavour to provide them employment-related skills, life skills, and nurture attitudes and dispositions through curricular and co-curricular activities. In keeping with our vision of providing world class education, a highly qualified faculty strives to promote global competencies and research culture in the students.

The Jai Hind graduate attributes are the academic abilities, personal qualities and dispositions, and generic and transferable skills which all students have the opportunity to develop as part of their Jai Hind experience. These core values provide a basis for engaging with the world and it permeates our approach to student engagement within the framework of the Mumbai University guidelines and the curriculum. But they transcend the discipline specific contexts in which they were originally acquired. These life skills,

attributes, and effective attitudes towards knowledge, learning, community, and work are what make the Jai Hind experience special and make our graduates the first choice of employers.

The three essential dimensions of a Jai Hind graduate are

Personal Growth which will make them specialists in their chosen discipline, effective communicators, with ability to apply discipline specific knowledge in solving problems in different contexts.

Enquiry & Life-long learning which includes intellectual curiosity, critical thinking abilities, scientific temper, ability to create, understand and analyse knowledge.

Global outlook and Community Engagement which equips them with the ability to work in any context, cutting across cultural or regional boundaries, ethically evaluate ones work in a global context, and to be aware of sustainability issues.

The Jai Hind students are expected to be graduates who are self-reliant, specialists in their chosen discipline, continuous learners, effective communicators, respectful of different cultures, socially responsible, aware of their social and civic responsibilities, sensitive to gender issues with zero tolerance towards sexual harassment, and environmentally conscious. So the students, through their stay in Jai Hind, are given ample opportunities to develop and nurture these qualities. Through participation in the activities of co-curricular societies, NSS, WDC, Anti-Sexual Harassment Cell, Extension Activity Cell, Anti-Ragging committee, RCJC, CSR, Nature Club the students are sensitized to social issues. They also participate in governance through their representation on the Student Council, and IQAC.

Annexure III - Policy Document (available on site)

2.5.7 What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?

For all examinations (college/University), the student can get a photocopy of the answer sheet as per university norms after which a student can apply for re-evaluation of the paper. Teachers are approachable and student friendly and encourage all students to communicate their concerns through formal and informal channels throughout the year. The institution and the University have a Grievance Cell to which they can appeal if necessary.

2.6. Student performance and Learning Outcomes

2.6.1 Does the college have clearly stated learning outcomes? If 'yes', give details on how the students and staff are made aware of these?

The institution has the overall objective of developing higher order critical

thinking, leadership qualities and community engagement among students. The institutional learning outcomes are employability, holistic education, citizenship behavior, leadership qualities which are envisaged in our mission statement. The course/programs indicate learning outcomes in the syllabus. Learning outcomes express the knowledge, skill-set, and their application that students will acquire as a consequence of completing their programmes. The teachers are aware of these as they attend various BOS meetings and syllabus framing workshops. Students are made aware of these through the college website, library and through an introduction in the first learning hour.

The IQAC initiated an exercise to map the learning objectives of the course to the overall objectives of the college. The institutional learning outcomes are in sync with the graduate attributes which are clearly articulated in the college policy document. All classroom and campus activities (as stated in 2.5.6) are planned to nurture these attributes in our students.

Refer Annexure III - Policy Document (available on site)

2.6.2 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students' results/achievements (Programme/course -wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.

The internal and external assessment outcomes are communicated through report cards. Results are also put up on the notice boards. Each department monitors students' progress after tests/projects etc at regular intervals. The mechanism of informal communication and feedback available from the assignments/class tests is communicated to individual students in the classroom. Departments conduct PTA meetings to share the analysis with parents especially in cases where the student is falling short of the expected standards or potential. Re-orientation is given to the students at the time of semester report card distribution. Subject specific counseling to the students regarding their performance, the grading and examination systems are provided by teachers. Remedial measures are taken to address shortfall and improve the performance.

Annexure IV - Analysis of Results (available on site)

2.6.3 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

Overall Structure:

The institution recognizes that to achieve the learning outcomes teaching, learning & assessment must happen both in the class room and also as a continuous process through college life and outside. The structure includes an

academic calendar, teaching plans, departmental meetings, teacher diary and exam calendar. There is an emphasis on academic activities, co-curricular activities and field activities. Departmental societies take teaching-learning beyond the class room. The academic calendar gives the overall plan at the beginning of the year for academic and co-curricular activities. A balance is maintained so that academic and other activities do not clash with each other. Besides grades and marks, there are many awards and scholarships which acknowledge achievement of learning outcomes and motivate students toward higher benchmarks.

Strategies:

- Teaching strategies: Syllabus framed by the University of Mumbai is periodically upgraded. Knowledge is disseminated through lectures, group activities, learner sensitive instruction, independent learning, collaborative learning and use of ICT.
The delivery mechanism is geared to incorporate latest research, technology, and cross cultural aspects. Public lectures, industrial visits, internships aim to take the teaching beyond the class room and syllabus. Strategies like remedial teaching, tutorials, mentoring and bridge courses are aimed at inclusive teaching practices.
- Learning strategies: Learning strategies aim to make learning an active process.
 - * In class rooms: note taking, asking questions, solving problems and writing answers, oral presentation, critiquing a concept or theory.
 - * In laboratory/practicals: Report writing, tutorial journal writing, designing experiments, writing programs
 - * Independent learning: Individual assignment, research projects, use of ICT to utilize worldwide resources. (INFLIBNET), Edusync digital classrooms
 - * Collaborative learning: Peer learning, group assignments, interactive learning, role plays
 - * Learning on the field: Internships, industrial visits and excursions
- Assessment strategies:
 - * Formative assessment for feedback
 - * Evaluation of knowledge/cognitive domain: concept testing, quizzes, MCQs, review questions.
 - * Evaluation of affective domain: Value based questions and questions to tap affective domain.
 - * Evaluation of behavioral domain: Evaluation of practicals, observation charts, diaries, field visit reports, internship reports.
- Summative assessment:
 - * Theory Examinations: Setting question papers to test the concept and higher order thinking skills like critical analysis and evaluation.
 - * Practical Examinations: Experiments to test the understanding of the concepts and honing laboratory skills.

- * Thus these strategies ensure that the learning outcomes, which are central to the teaching-learning process, are achieved.

2.6.4 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (student placements, entrepreneurship, innovation and research aptitude developed among students etc.) of the courses offered?

The institution has an active placement cell for students across faculties. It also facilitates mock interviews, CV writing and group discussions to develop employability skills amongst them. The institution has an entrepreneurship cell. Students are actively involved by way of developing entrepreneurship skills and by being student entrepreneurs on campus.

The institution encourages student research skills. The research work is presented at national, international and University level research competitions/forums (Avishkaar). Discipline specific skills and applications are developed through the activities of departmental associations.

The various co-curricular and the extracurricular societies help to develop soft skills, life skills, organizational and management skills and talent. WDC, NSS, Extension Activity Cell, Anti-Sexual Harassment Cell, CSR and RCJC help develop the skills for community engagement.

2.6.5 How does the institution collect and analyze data on student performance and learning outcomes and use it for planning and overcoming barriers of learning?

The data and statistical analysis of the results is shared by the Vice-Principals to the respective departments. Faculty does formative assessment through ungraded tests/assignments and class discussions to analyze student understanding. Feedback is given to students to overcome learning barriers and teachers re-plan the session. Remedial sessions, tutorials, and other methods are used to help weaker students remove bottlenecks. A mentor cell helps students with diverse needs. Personal counseling is also done by teachers if they find a student having learning difficulties. Also a full-time counselor is available on campus who helps resolve problems if any.

2.6.6 How does the institution monitor and ensure the achievement of learning outcomes?

Formative assessment methods are used to get feedback and replan lessons. Remedial action is taken as and when required. Students are given varied platforms to improve and hone their skills. Mentoring, student presentations, tutorials, problem-solving, group assignments, student mentors etc are used to monitor and ensure the achievement of learning outcomes. Technologies like smart boards, softwares, OERs are used to enhance learning.

An exit poll is conducted to survey the achievement of learning outcomes by

every department.

2.6.7 Does the institution and individual teachers use assessment/evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.

Yes, the institution and individual teachers use assessment/evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning.

The methods of internal assessment are partly based on multiple choice questions/oral presentations and problem solving. These test the conceptual understanding, memory, oral communication skills and application skills. The semester-end assessment tests their discipline specific knowledge, critical thinking skills, written communication skills etc.

Weaker students are advised to practice answering model papers and have them assessed. They are counseled and guided to overcome their inadequacies. Remedial teaching is conducted by the departments whenever required. Workshops are organized on study skills.

2.6.7. Any other relevant information regarding Teaching-Learning and Evaluation which the college would like to include?

1. Teaching-Learning Evaluation

- Students and teachers are conversant with technology:
 - * Interactive projectors
 - * *Connected Classrooms*
 - * Use of Open Educational Resources
 - * Video conferencing in seminars
 - * Online tests
- A learning environment, free of discrimination/harassment, embracing an inclusive and liberal academic culture
- Students are highly sensitized through community engagement to social, ethical and legal issues
- Certificate courses on wide range of topics for value addition

2. Teacher Quality

- Institutional average for TAQ is 8.5 on a scale of 10
 - * Approximately 50% teachers hold a PhD degree.
 - * No. of teachers currently involved in research 28
 - * Total no. of papers published in the last 4 years 66
 - * Papers presented in conferences 69(Nat) & 53 (Intl)

3. Outcome

- Pass percentage in all programmes are way above the university averages.

- Prominent alumni comprising nation builders, social activists, entrepreneurs, scientists are a reflection of the teaching-learning process over the last six decades.

Research, Consultancy

&

Extension



Committee Members

Dr A Joshi (Head)
Dr S Sharma (Deputy Head)
Dr S.Khatua
Dr M Ghayal
Dr S Kulkarni
Dr R Chaturvedi
Dr S Parab
Dr A Ashtekar
Dr R Julka
Ms N Kothari
Ms M Mazumdar
Dr V. Ghoble

III: Research, Consultancy and Extension

3.1 Promotion of Research

Jai Hind College is recognized for its academic excellence and holistic education. The college promotes a research culture amongst the faculty and students.

3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization?

The Department of Botany is recognized to guide PhD students and has successfully guided several students. In addition to this a research laboratory space has been earmarked in the main building to house facilities including sophisticated instruments, computers, printer, study space etc. For the members of the Arts and Commerce faculty there is a dedicated space in library with ICT facilities.

3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

There is a Research committee headed by a Chairperson. There is adequate representation from all faculties. Principal Dr A Wadia has invited Dr Vibhuti Patel (Director - Centre for Gender studies and Research - SNTD and member of the selection and review committee of UGC) to be an advisory member on the panel.

Some of the recommendations of the research committee along with action taken are:

- *Common Research lab facility.* The space for the same has been identified and work of setting up the laboratory is in progress and University affiliation for the same needs to be applied for
- *Flexibility to teachers doing research.* The committee recommended teachers pursuing active research be given special concessions in flexibility of working hours as and when required. Several teachers who are pursuing their PhD have benefited from this. This has encouraged faculty to present papers
- *Encouraging faculty of the college to find guides and register for their PhD.* The committee has helped some staff members to identify guides and register for their PhDs.
- *Help rendered to teachers for submitting proposals for major and minor research projects* The committee held a meeting with all the teachers across faculties and asked them to submit projects to the various funding Agencies (BCUD/UGC/DST/DBT). Faculty members were guided about the rules and pre requisites for project submission so as to facilitate the process.

- *College participation in Avishkaar - The University of Mumbai Annual Research convention* The College participated in Avishkaar 2013 for the very first time. To facilitate participation, the students are encouraged and guided by faculty members to carry out research projects which are put up at the pre-Avishkar Meet, organised by the Research Committee. The best are then selected to participate in the Annual Research convention - Avishkar. In 2013 - 14, out of thirty three projects, *nine* were selected for the second round at the University level. In 2014 - 2015, from twenty projects, four went ahead to the next level of which one project has been selected to represent the University at the State level at Nagpur.
- *Focus on publication and presentation of the research work:* Staff is encouraged to present and publish their research work and students encouraged to present their work through departmental seminars organized.

3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/projects?

- **Autonomy to the Principal Investigator:** Yes. In accordance with the guidelines of the BCUD/UGC/DST/DBT.
- **Timely availability or release of sources:** Yes. In accordance to guidelines laid down by of UGC and BCUD for their respective projects.
- **Adequate infrastructure and human resources:** Computers, scientific instruments, which are available in our laboratories, books, journals etc can be conveniently used by the researchers for their projects. The planned *Centre for Research* in the main building is also a step towards encouraging research. Additionally, the non-teaching staff is extremely supportive. Students are encouraged to involve themselves in research activities.
- **Time-off, reducing teaching load, special leave etc. to teachers:** Some of the teachers enrolled for PhD are given flexibility in time to do their research and library reference work. The college also supports its faculty for FIPs and sabbaticals. Dr Anuradha Siddiqui & Dr Madhura Ghayal (doctoral studies); and Dr Prachi Khandeparkar & Dr Anuradha Siddiqui (post doctoral studies) have availed of this facility.
- **Support in terms of technology and information needs:** ICT facilities are made freely available. The library server is accessible through LAN. Additionally the library provides e-books, e-journals which can be accessed through INFLIBNET and multi-media facilities. The librarian is extremely supportive in facilitating institutional borrowing/lending of books; Wi-Fi facilities are available in some pockets; internet connectivity is provided to departments by the institution.
- **Facilitate timely auditing and submission of utilization certificate:** The internal auditor of college audits the accounts and issues the utilization certificate, the submission of which is done by the principal investigator.

- **Any other:**
 - * A special prize has been instituted over the last few years across faculties for students showing focus on research which is given to students who show such potential. This has motivated more students to conduct research and present papers.
 - * A good research culture is practiced in the college with different science departments sharing their resources with each other.
 - * Teachers mentoring and guiding students for research projects.
 - * Incentive to faculty for research: The management reimburses the registration fees for faculty presenting papers at conferences.

3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

Different modalities are used by the institution to develop a scientific temper amongst students. X'plore an exhibition hosted by the science departments of the college (for students from nearby schools and colleges) creates awareness about the career options and an aptitude for Basic Sciences. Students participate in Avishkaar, a University Research Meet for which the college holds a pre-meet event of the exhibits. This helps to inculcate a research culture in the institution. Papers are presented by students at various National /International conferences and research meets conducted by various colleges or industry (Konark).

3.1.5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.)

A research culture is promoted for both faculty and students in the institution. The same is reflected through the details given below.

- Full time teachers with PhD Qualification: 30
- Completed in- service 2010-11 to 2013-14: 05
- On-going PhD's: 05
- PhD teachers engaged in further research: 09
- Major and Minor research projects : 20(University), 4 (UGC)
- Teachers who are guiding PhD. Students: 05
(In the departments of Chemistry, Botany, Mathematics, Microbiology)
- Number of research publications in last 4 years -
 - * Peer Reviewed Journals with impact factor: 21
 - * Papers presented at conferences: 122
 - * Contribution in editing volumes: 03
 - * Book authored: 02
 - * Other articles written: some teachers regularly contribute to articles in magazines, newspapers etc

The department of Microbiology has undertaken 3 Industry sponsored projects on Industrial Effluent Treatment. Also a community support project was

undertaken to check the contamination and potability of water supplied by Municipal Corporation and tankers which had led to health related issues

- Number of faculty members 1) attending 2) presenting papers in conferences etc. during the last 4 years

Academic years (last 4 years)	No. of conferences			
	Attended		Presented	
	International	National	International	National
2010-2014	46	130	53	69

- Number of publications in the last 4 years

Sr. no.	Type	10 - 11	11 - 12	12 - 13	13 - 14	Total
1.	Books	-	1(Edited)+2	1(Edited)	1(Edited)	
2.	Journal Articles	06	13	20	27	66

- Papers presented at Conferences (including publications in proceedings)
National level Seminars: 69 InterNational level Seminars: 53
- Number of major and minor research projects taken (sanctioned and completed with names of funding agencies) in the last 4 years.

Sr. no.	Description	10 - 11	11 - 12	12 - 13	13 - 14	14 - 15
1.	Numbers of minor projects					
	University	-	8	8	2	2
	UGC	1	1	-	2	-
2.	Projects through corporate	3	-	-	-	

Amounts sanctioned for the same.

Year	Description /Dept	Number	Agency	Total Amt.
2010-11	Minor projects	01	UGC	90,000(Received Rs50,000/-)
2011-12	Minor projects	08	University	2,59,000
	Minor projects (Chemistry)	01	UGC	1,60,000
2012-13	Minor projects	08	University	2,37,000
2013-14	Minor projects	02	University	45,000
	Minor projects (Chemistry, Biotech)	02	UGC	2,95,000
2014-15	Minor projects	02	University	60,000

Annexure V - Publications by Faculty (Page No. 366)

3.1.6 Give details of workshops/ training programmes/sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.

Several departments conduct workshops/training programmes to imbibe research culture among the staff and students. Interface with research Institutes like TIFR, HBCSE, TISS, IITB, Asiatic Society, Heras Institute, ACTREC, IAS Bangalore, etc facilitates the organization of seminars and workshops.

Table 8 - National/International Seminars

No.	Dept	Date	Topic of Seminar/Lecture Workshop	Some of the eminent Speakers
1	History	20 th , 21 st , 22 nd Sep 2010	60 years of the Indian Constitution: Retrospect and Prospect	Martin Luther King III Jr., Tushar Gandhi, Justice Srikrishna, Prof Kancha Iliah, Prof Joshua Castellino (UK)
2	History	29 th Nov, 30 th Nov, 1 st Dec 2012	Creating Spaces: From displacement to global presence, A Historical Transition of the Sindh Community	Prof Rupa Shah, Mr Mark Falzon (Malta), Ms Nandita Bhavnani,
3	Maths & Physics	18 th Jan 2010	UGC sponsored National Seminar on New Frontiers in Science & Technology: Challenges & Opportunities	Prof D. Lal, UCSD Dr M Annadurai, Dir., Chandrayan, ISRO, Prof A. Kembhavi Dir., IUCAA, Prof N. Nitsure, TIFR, Dr A Bhattacharya, TIFR
4	Comp Sc	22 nd Sept 2012	ICT and its challenges for the future of India	Mr S. Mhatre VP, TCS, Mr V. Mukhi Chairan FIST, Dr U. Khedker, Prof, IIT Bombay, Dr S. Banergee HP Labs, Dr P. K Pal Head, Autonomus Robotics, BARC, Mr R. Eppaturi CSI, Dr G. Ramamurthy IIIT (H), Dr S. Vijaya TIFR, Dr S. Koparuupu Sr. Scientist, TCS
5.	English, Pol Sc, Philosophy	12 th January 2013	Rethinking Women's Issues in Contemporary India	Ms Urvashi Butalia, Dr Kanchana Mahadevan, Dr Geeta Chadha, Dr Meena Gopal, Prof. Brinda Bose, Prof. Shoba Ghosh, Dr Manjeet Bhatia, Dr Kannamma Raman
6	Bio Sciences	26 th and 27 th November 2010	UGC Interdisciplinary National Seminar titled "Planet Earth - Take care.. Take charge..	R.K. Pachauri (TERI), Ruth Padel (Great great Grand Daughter of Charles Darwin), Anish Andheria, Bittu Sehgal
		10 th December 2011	National level poster competition, "Research Meet 2011" - organised in association with Konark Group.	
7	Life Sciences	11,12 Dec 2013	Tree of Life	Dr Thangaraj CCMB, Dr Amitabh Joshi JNCASR, Dr Mohanani, Dr Milind Watve IISER
		28, 29 Nov 2014	Cellular Renaissance. Unravelling the truth	Dr S. Bopardikar, Dr S. Bapat, Dr S. Waghmare, Mr M. Bhoori, Dr D. Modi, Dr R. Bonde

3.1.7 Provide details of prioritized research areas and the expertise available with the institution.

The Botany department is recognized to guide PhD students. Also faculty of the departments of Mathematics and Chemistry are guiding PhD students in other Institutes.

The areas of expertise of various departments have been identified.

Table 9 - Area of Expertise

Department	Area of Expertise
Accounts and Business Law	Accounts, Audit, Taxation & Costing and Sales Tax & Business Law
BAF BBI BFM	Accounts, Economics, Auditing and Taxation policies, Banking, Insurance, Financial analysis, IPO, Global Indices and Financial markets
Biotechnology	Medical Microbiology, Water potability, Enzyme kinetics, Pharmacognostic, Anatomical studies, Phytochemical analysis of plants and Plant tissue culture
BMM	Advertising, Mass media, Journalism
BMS	Entrepreneurship & Management, Econometrics and Research Methods and Finance
Botany	Environmental Botany, Bioinformatics, Taxonomy and medicinal botany, Ecology, Mycology, Pteridophyta
Chemistry	Organic, Inorganic and Analytical Chemistry
Commerce	Business & Commerce, Entrepreneurship & Management, Exports and Management & Finance
Economics	Labour Economics, Mathematical & Statistical Economics and International Economics and Micro Economics.
English	Partition, American, African, Postcolonial, Victorian, Indian and Renaissance Literature; Popular Culture, Film, Mythology, Media and Translation Studies; Contemporary Literary Theory, Bible Studies and Linguistics and Poetry
History	British Period, Modern India, Ancient India, History & International Relations, International History
Life Sciences	Endocrinology, Neurobiology, Developmental Biology, Microbiology, Phytochemistry and Standardization of medicinal plants for quality control
Mathematics	Mobile Databases, Data Mining, Big Data, Data warehousing and Probabilistic Relational Learning
Microbiology	Pharmaceutical, Food Microbiology, Bioremediation and Nanotechnology
Philosophy	Feminists theories, Spiritual Health, Comparative Religion, Philosophy of J Krishnamurti and Regionalism
Political Science	Political Theory, International Relations & Regionalism
Physics	B-H loop tracing of toroidal samples in magnetic field 100 Oersted
Psychology	Counselling and Industrial Psychology

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

Every department tries to get eminent personalities as visitors, speakers or invitees for seminars/workshops/guest lecture to enable the students and faculty to interact with them. This helps the students develop a better and more

holistic attitude towards research and help them develop greater awareness of frontline research.

The Teachers' Academic Forum of the college, whose objective is to inculcate research culture among the faculty, regularly invites researchers of eminence to conduct workshops on research methodologies and educational technologies. The forum also publishes a refereed journal which has an impressive panel of eminent researchers.

The college had hosted a 'Konark Research Meet' in 2011-12 which attracted researchers from all over.

Annexure VI - Seminars/Lectures/Workshops organised (available on site)

3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

3% (two teachers) have utilized the sabbatical. They have many publications to their credit. This establishes a linkage with institute where they have done their post-doctoral research. This encourages other teachers and students to pursue quality research.

Dr Seema Sharma was given special leave when she was nominated for US Department of State International Visitor Leadership Program (IVLP) on Developing American Studies Curricula in India.

3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land)

The TAF publishes a refereed Journal - "Different Strokes" with ISSN No. 2249 7471 which is a unique endeavour of our college. Presently it is in its 4th volume.

The Department of Psychology publishes a refereed in-house journal with contribution by students and also edited by our own students.

Dr P Rane of the Department of Botany monitored the noise levels at four locations every hour for a whole day and along with it few others monitored "no-honking" zones such as hospitals, educational institutes, etc. We sent our survey to newspapers to make people aware of the noise generated on that day. They repeated the exercise exactly after a year in order to monitor any change and a noticeable change in reduction of noise levels was observed.

Dr A Kalgutkar worked for her PhD on 'Disturbed Habitats in Protected Areas' at the Sanjay Gandhi National Park, Borivali and created awareness to clearly demarcate core and buffer zone of the park and maintain the protected area status of the national park.

Under Dr A Wadia's guidance, students conducted research on the quality of tanker water and its potability.

In the Annual Economics Convention, an initiative of HSNCB, our students presented research papers and shared their work with students from other colleges and international peers.

X'plore, the annual science exhibition organised by all science departments, aims at creating awareness about the career options offered to students of pure sciences and provides for a platform to exhibit projects and posters. Nearby schools and colleges are invited to participate.

Maths Mela is an outreach activity to popularise mathematics. It was organised by the department in 2010 in collaboration with British Council Library and Prithvi theatre. Screening of movies, Audio visual lectures, literary readings and a Math lab were part of the Mela.

3.2 Resource Mobilization for Research

3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

Our college is primarily not a PG recognized college, however to promote research we purchase equipment through UGC and College grants, which are used by faculty and students. Faculty also undertakes minor and major research projects. Through these funds, departments acquire instruments like spectrophotometer, Nephelometer, gel electrophoresis apparatus, Luxmeter etc. Atleast 10% of the recurring and non-recurring laboratory budget is used by departments for the purpose of research as per the need.

College budget and actual expenditure on research		
Year	Budget	Actuals
2010-11	6,41,000	
2011-12	6,51,000	
2012-13	5,80,000	
2013-14	5,47,000	
UGC budget and actual expenditure on research		
2010-11	As per XI plan	3,64,120
2011-12	As per XI plan	6,33,327
2012-13	As per XII plan	3,67,536
2013-14	As per XII plan	20,25,050
Expenditure from sponsorship received		
2010-11	Microbiology - Sun Shield Chemicals Ltd.	1,30,000
	Microbiology - United Phosphorus Ltd.	21,236

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the

percentage of the faculty that has availed the facility in the last four years?

Our management is extremely supportive for research and provides resources whenever required. The following table shows the list of beneficiaries of Rs 1,00,000/-, which was disbursed as financial assistance.

Name	Faculty	Amount Given
Nissey Sunil	Biotechnology	Rs 10,000/-
Kruti Pandya	Biotechnology	Rs 10,000/-
Udhav Zarekar	Environmental Studies	Rs 20,000/-
K Srilatha	Life Sciences	Rs 20,000/-
Niloufer Kotwal	Life Sciences	Rs 10000/-
Manisha Joshi	Physics	Rs 20,000/-
Sharad Dange	Physics	Rs 10,000/-

3.2.3 What are the financial provisions made available to support student research projects by students?

- Science exhibition X'plore held in college was an endeavour to encourage student research and the management provides seed money of Rs 50,000/- every year for the same.
- Through alumni and other donors, faculty tries to raise funds for research and publications.
- The e - Cell of the college organizes a Business Plan Competition and innovative ideas are offered funding from investors.

3.2.4 How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

The interaction is vibrant and healthy. Students and faculty have presented papers in the Interdisciplinary seminars organized. Efforts are made to balance the contribution from all involved. The challenge is to identify a common ground with respect to time and content.

2010-11: National level Seminars:

- *Planet Earth - Take Care, Take Charge*
- *60 years of the Indian Constitution, Retrospect and Prospect*

An Inter-disciplinary UGC Major Research Project worth Rs. 6,20,000/-, completed in 2010 'Noise Mapping in Greater Mumbai- A case study' involved 3 departments, Botany, Chemistry and Environmental Science.

2011-12: National level Seminars:

- *National Interdisciplinary Bio-Science Research Meet (Konark Meet)*
- *ICT and its challenges for the future of India*

District level Seminars: *Know your sequence (Bioinformatics)*

2012-13: National level Seminars:

- *Creating Spaces: from displacement to Global Presence*
- *Rethinking Women's issues in contemporary India*

District level Seminars: *Enigma of numbers (Biostatistics)*

2013-14: National level Seminars:

- *Tree of Life (Evolution)*

Collaborative research between Department of Microbiology and Nirmala Niketan College of Home Science to share knowledge and expertise between both the institutions for guiding students for MSc dissertation work. In 2013 - 14, six students were registered and in 2014 - 15, nine have registered.

The Departments of Physics and Biotechnology had undertaken an interdisciplinary project to study the "Anti-microbial properties of nano materials."

The department of Mathematics undertook an inter-disciplinary University minor research project in Mathematics Education on "Mathematical communication skills in learning mathematics."

3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

The following initiatives ensure optimal use of various equipment and research facilities of the institution.

- Sharing of equipment across departments is routinely done.
- The *Centre for Research* acts as a platform for sharing all the instruments available in the college.

3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details.

- This year the college has been sanctioned an amount of Rs. 70,00,000/- under DST-FIST
- From time to time our teachers are sanctioned major/minor projects and the funds released thereby are used to purchase equipment and chemicals which on completion are retained by the departments.
- The Microbiology department has undertaken consultancy work on Bioremediation with several industries, Sun-Shield Chemicals Ltd, United Phosphorus Ltd & Jayant Agro Organics Ltd.
- The Department of Psychology is funded by Godrej and Boyce to the tune of Rs 30000/- for publishing Journal of Psychology.

3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organizations. Provide details of ongoing and completed projects and grants received during the last four years.

Our faculty is actively engaged in UGC/University research projects. Every endeavour is made to promote this. This year the college has received a grant of Rs 70,000,00/- from FIST.

Table 10 -Research Projects

Faculty & Department	Title of Project	Funding Agency and Duration	Grant sanctioned & received (in Rs.)
2010-2011			
Dr A. Siddiqui Economics	Human, Social and Physical capital formation in Urban informal employment in India in the post liberalisation period	UGC- Minor (2009-11)	90,000 (received 50,000)
2011- 2012			
Dr S. Parab Chemistry	Regulation of L-Arginine-Transitional metal interactions by different analytical parameters	UGC- Minor (2011-13)	1,60,000
Dr S. Chandran Chemistry	Synthesis and Investigation of biologically active Heterocyclophanes as Anticancer Drug candidates and Drug vehicles	University	32,000
A. Saxena	Impact of rising housing loan interest on middle class	University	42,000
K Srilatha Life Sciences	Chemical fingerprint of the medicinal plant, Oroxyllum indicum L.	University	47,000
Dr D. Chachad Botany	Critical pharmacognistic evaluation of a few Ficus species	University	15,000
Dr A. Wadia Microbiology	Study of Tanker water in Mumbai for its role in spreading Waterborne Diseases and other Health hazards related to dissolved chemicals.	University	35,000
Ms N. Kotwal Life Sciences	Isolation of Polyethylene degraders	University	33,000
Mrs. Neesha Vinchu (Co-investigator)	User Perspectives towards Public Libraries	University	25,000
U. Zarekar Environmental Science	Changing occupation of tribes in Maharsahtra	University	30,000
TOTAL			4,19,000
2012-2013			
Ms P. Sequeira Microbiology	Microbiological Analysis of branded and non-branded ice-creams from Mumbai and their role in food-borne disease	University	27,400
N. Kothari Commerce	Insider Trading: How insiders divulge company details for secret profits'	University	30,000

K. Pandya Biotechnology	Isolation and study of microbial lipases from oil spill areas around Mumbai	University	27,400
R. Jaisinghani Accountancy	Farm accounting in Thane district and its comparison with other countries of the world	University	30,000
Dr L. Ganesan Mathematics	Mathematical Language Skills in Learning Algebra	University	26,400
Dr M. Ghayal Microbiology	Microalgae as feed stocks	University	27,400
Dr V. Dhar Physics	Comparative study of Antibacterial property of metal and metal oxide nanoparticles for Biomedical Applications	University	36,400
S. Ghag Accountancy	Private equity: The informal route to raising capital	University	32,000
TOTAL			2,37,000
2013-2014			
Dr S. Dasgupta Chemistry	Study of structure Activity relationship for antimicrobial activity of Acyclic Azines	UGC- Minor (2013-15)	1,40,000
Ms N. Sunil Biotechnology	Isolation and Identification of Indigenous lactic acid bacteria having probiotic potential	UGC- Minor (2013-15)	1,55,000
Dr R. Chaturvedi Psychology	Eating Disorder, Self-esteem, Sensation Seeking Behaviour & Appearance Based Rejection Sensitivity in Indian Male & Female Adolescents: A Comparative Analysis	University	25,000
S Dange Physics	Effect of Thermal Treatment on Magnetic and Magnetostrictive properties of TbDyFe ₂ and its Boron Substituted Pseudobinarys	University	20,000
TOTAL			3,40,000
2014-2015			
Dr K. Jadhav English	Problematising the diasporic experience in tibetian poetry	University	35,000
Dr H. Sayed Commerce	Circle of Influence, Social Media as a marketing and a brand building for start-up entrepreneurs	University	25,000
TOTAL			60,000

3.3 Research Facilities -

3.3.1 What are the research facilities available to the students and research scholars within the campus?

All the undergraduate science laboratories are well equipped. Students are given all possible assistance to present papers and posters at inter college and inter university competitions. Students volunteer to work on research projects and are given a certificate of participation. Faculty and students can avail of

books and journals through the open access system and e-journals through INFLIBNET.

3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

The Jai Hind management is keen on promoting research by procuring latest instruments and setting them up in a common instrumentation laboratory. The organization of the *Centre for Research* and procurement of instruments are in progress. The college applies for funding for research to agencies like UGC, DST, ICHR and University of Mumbai. All departments have been provided computers/laptops, printers, Wi-Fi/internet connectivity and LAN network to share resources.

3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities?? If 'yes', what are the instruments/facilities created during the last four years.

The Departments of Biological Sciences collectively hosted a seminar "Planet earth... Take care... Take charge..." Rs. 14,00,000/- received from the industries as sponsorship was utilised for the two-day seminar as well as to acquire a laptop, an LCD projector and a common printer for the Bio-science departments. This improved the quality of teaching and research.

The Konark Research Meet held in Dec 2011 in memory of Mr Sajjan Gupta, was a joint effort of Departments of Biotechnology, Botany and Life Sciences and was fully funded by the Konark Group to the tune of Rs 1,00,000/-

Money raised through consultancy has also been utilized to upgrade the laboratories.

3.3.4 What are the research facilities made available to the students and research scholars outside the campus/other research laboratories?

The science students and research scholars of Jai Hind go to outside agencies like Haffkine Institute, University of Mumbai at Kalina, TIFR, BARC, IIT, Khalsa, Ruia, Mithibai Colleges, which offer research facilities whenever any research work has to be outsourced or for their internships. The Arts students work at various places like Heras Institute at St. Xavier's College, American Centre, British Council Library and Asiatic Society Library. The Commerce students visit the Bombay Stock Exchange to study its working. The students are also taken to NGOs, financial institutes and advertising agencies for collection of data for surveys for their research.

3.3.5 Provide details on the library/information resource center or any other facilities available specifically for the researchers?

The college is well-stocked and well-equipped with books, multi-media,

internet and e-resources. As the research culture has grown the library facilities have also been upgraded to facilitate research scholars through introduction of SLIM, INFLIBNET and other e-resources. There are computer terminals provided with internet facility in the library for students and staff. Good research journals are available to all scholars like World Affairs (History/Political Science), Economic and Political Weekly, Labour (Economics), Popular Science, Chemistry Today, Physics for you, Mathematics today, Intelligencer. There are e-journals available in the college for faculty to refer to. A separate area in the library is provided for faculty/research scholars

3.3.6 What are the collaborative research facilities developed/created by the research institutes in the college? For ex. Laboratories, library, instruments, computers, new technology etc.

The department of Microbiology has a MOU signed with Nirmala Niketan for collaborative teaching in laboratory techniques for Undergraduate students. Also the faculty of the department guides MSc students of Nirmala Niketan college of Home Science on microbial aspect of Food production, preservation and testing.

As our college is a centre for guiding PhD students in the subject of Botany only, several of our research scholars in other disciplines are registered in other institutions. Also teachers, who are recognized guides for PhD (Chemistry, Microbiology, Computer Science) work through other Institutes.

INFLIBNET: The Ministry of HRD offers this facility to colleges on an annual premium. The college is subscribing to this facility since 2010. Today the library has access to 51,000 online journals and e-books through it.

ILLS (Inter Library Loan Service): The library has linkages with many other college libraries in town such as Sydenham, KC, HR and Wilson Colleges etc. and university libraries like University of Mumbai and SNDT Women's University. It also has linkages with special and public libraries like Indian Merchants Chamber, Bombay Chartered Accounts Society, Bombay Natural History Society, American Library and Information center, Asiatic Library and David Sassoon Public library.

3.4 Research Publications and Awards

3.4.1. Highlight the major research achievements of the staff and students in terms of

- * **Patents obtained and filed (process and product)**
- * **Original research contributing to product improvement**
- * **Research studies or surveys benefiting the community or improving the services**

*** Research inputs contributing to new initiatives and social development**

Mr Shriyans Bhandari, our student of TYBMS has a patent obtained on 2nd July 2014 for *Kadam- Soul to Sole*, with the objective of reducing the global carbon footprint by refurbishing used sports shoes with recycled materials to comfortable slippers.

Shriyans & his business partner Ramesh are both athletes and generally use to discard 3-4 pairs of sports shoes each year. Greensole started while they were experimenting on effectively elongating the life of their torn sports shoes. Worldwide every year 35 Crore pairs of non-bio degradable sports shoes are thrown away as they are no longer fit to use. They tap and refurbish these shoes with recycled materials to comfortable slippers, reducing carbon footprint by 15 lbs per greensole.

Every day 1.2 billion people wake up without a pair of footwear and millions are dying due to diseases caused by unprotected feet. The broader vision of the company is to provide greensoles to such people. The product range is from Rs 149-749. The greensoles are sold business-to-business, online and in traditional stores like Fabindia and India by Craft. 2.5% of the revenue is dedicated towards their vision of providing footwear to the poor. They are already in the market and have made a humble start by selling 30 pairs of Greensoles and identifying areas where people do not have footwear. They have two industrial design patents (**D262161 & D262162**), tie ups with organizations that are providing them with discarded shoes and their brand trademark is in process.

They were selected among top 30 innovators of the country by EDII, Ahmedabad and are also in the finals of Eureka, Asia's largest B-plan competition by IIT, Bombay. They were featured in Udaipur Plus by Times of India, Hindustan Times, Rajasthan Patrika and Dainik Bhaskar.

Also recently Sharan Goyal (TYBMS student) has filed an application for a patent in the Indian Patent Office, Chennai for 3 Industrial Design Applications for "Bean Bags". The application bears the number D 268753, 268754 & 268755.

3.4.2 Does the Institute publish or partner in publication of research journal(s)? If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

The TAF journal *Different Strokes* was first published in 2009. The editor is Dr L. Ganesan. Distinguished faculty from other institutions are on the panel of referees. The journal is refereed and has an ISSN No. 2249-7471.

The department of Psychology publishes an in-house Journal of Psychology which is peer reviewed with an ISSN No. 2321-4023. It features articles contributed by teachers and students and aims to develop research skills and contributes to scientific literature. The editorial Board consists of departmental faculty, Dr R Chaturvedi as Managing Editor and M Kumar and N K Jyothi as Associate Editors.

Several departments of the college have departmental magazines which also

include research papers presented by students at seminars.

Table 11 - In-house Publications-Journals and Magazines

Published by	Journals/Magazine
Teachers Academic Forum	TAF Journal - Different Strokes
College	Saraswati- Annual College Magazine
History	Umloca
Bachelor of Mass Media	Eclectic Express
English	Inscribe/Hwaethwugu

3.4.3 Give details of publications by the faculty and students:

* Publication per faculty

Sr. no.	Type	10 - 11	11 - 12	12 - 13	13 - 14	Total
1.	Books	-	1(Edited)+2	1(Edited)	1(Edited)	
2.	Journal Articles	06	13	20	27	66
3.	Conference Proceeding*					122

* Number of papers published by faculty and students in peer reviewed journals (national/international)

Refer Annexure V - Publications by Faculty (Page No. 366)

* Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

Number of publications listed in International Database - 21

3.4.4 Provide details (if any) of

Jai Hind College is an under graduate institute. However the management is supportive in promoting research activities

* research awards received by the faculty:

- Dr Prachi Khandeparkar was awarded a post-doctoral research fellowship by the Indian Institute of Advanced Study, Shimla. Her monograph titled 'Bringing Modernity Home: Marathi Literary Theory in the Nineteenth Century' is accepted for publication by the IAS, after review.
- Dr Shuchita Deepak was awarded the third prize at the State Level Konark Ltd. Poster Competition held in Mithibai College on 10th Dec, 2010
- Dr Ambika Joshi/Dr Payal Rane were awarded 3rd prize for poster presentation at National Seminar at Patkar College, Mumbai on 15th Jan, 2011 and also awarded a 1st prize at the State Level Konark Ltd. Poster Competition held in Jai Hind College, Mumbai on 11th Dec, 2011
- Dr Madhura Ghayal: Women graduates Union of Mumbai awarded a research scholarship of Rs 30,000. In 2011-2013. Woman graduates

union of Mumbai awarded a cash prize of Rs 6000 under the title of Pragatisheel Mahila awarded in 2010-2011.

- Ms K. Srilatha was awarded the 1st prize at the poster completion at the Research Meet at Institute of Science, Mumbai on Feb, 2012
- Dr Ruchi Chaturvedi was awarded 1st prize & ‘Best Paper Presenter’ for paper presentation at UGC sponsored National Seminar at St. Andrews College, Mumbai On 22nd Jan. 2013.
- Ms Niloufer Kotwal was awarded the 1st prize at the poster completion at the Research Meet at Institute of Science, Mumbai on 28th Feb, 2013
- Mr S. Dange awarded 2nd sbest oral research paper presentation at NCRTSM 2013 Guru Nanak College.
- Dr A. Siddiqui Kalhan awarded Teen Murti - Nehru Memorial Fellowship programme At Nehru Memorial Museum and Library, Teen Murti Bhawan, New Delhi - 110011 for 2 years from Feb 2013.
- Dr V Dhar awarded 3rd best poster presentation National seminar on recent advances in material science(RAMS-2014)

* **recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally**

Dr Kirti Narain (former Principal)

- * Swajan Samman Award for outstanding achievements in the field of education (2010)
- * Giants International Award in recognition of “Inspiring excellence in education” (Sept 2011)

Dr S Varalakshmi:

- * Lokmat National Education Leadership Award for the best Industry related curriculum in Communications (2013-14)

Principal Dr A Wadia :

- * Member of the Quality Improvement and Technology committee, Indian Merchants Chamber (2013 onwards)
- * Member of Educational scholarships committee, Priyadarshni Academy
- * Member on panel of judges for QIMPRO awards, education category.
- * Member, panel International Economic Convention, HSNC Board

Dr Y Dordi Avari:

- * Quality examiner for IMC-RBNQA (Ramkrishna Bajaj National Quality awards)

Dr Seema Sharma

- * Nominated for U.S. dept of state International Visitor leadership Program (IVLP) on Developing American Studies Curricula in India.

* **Incentives given to faculty for receiving state, national and international recognition for research contribution**

The management gives incentive by sanctioning lien, FIP, Special leave to

faculty who receive recognition at various fora.

3.5 Consultancy

3.5.1 Give details of the systems and strategies for establishing institute-industry interface.

At an individual level staff members, have done consultancy. The department of Microbiology has undertaken three industrial projects.

Placement cell is functional since June 2008. It invites companies and industrial houses to acquaint students of the job profile and skills required. The Placement cell organizes workshops on resume writing, interview skills and group discussion each year for all students registered with placement cell. Some companies offer internships which bridge the academia industry gap and improve the employability quotient. These companies give feedback on the skills requirements and knowledge gap.

Some top companies that offered placements /internships are:

- Ernst & Young, KPMG, Zomato, etc
- Global Co, Tata Consultancy Services, ICICI Prudential Jet Airways, Google, Walt Disney, Crisil, etc
- Certain companies (KPMG, AC Nielson, and Google) have selected student ambassadors to have an industry - institutes connect.

An adhoc College BOS setup for the self-financing courses has been introduced recently to add value to the curriculum by using the feedback from industry. Two industry experts, a parent and two students (current and an alumnus) are included in the Board.

Entrepreneurship Cell of the college is affiliated to the National Entrepreneurship Network (NEN). It was setup with the objective of promoting young entrepreneurs and encourages innovative business plans. The E-cell conducts courses and organises competitions where resource persons /judges are prominent Venture Capitalists & industrialists. Our college has been identified as a Centre of Excellence by NEN.

The college is currently exploring a tie-up with a pharmaceutical firm for research projects, training of faculty and research scholars in their R& D department, and internships and industrial visits for students.

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

There is no institutionalized policy, however the college encourages faculty to use their contacts to establish possible areas of consultancy. Also the departments have identified their area of expertise and the members of the Managing Board who are industrialists would network and provide for

projects. (Refer 3.1.7 Table 9)

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

If any teacher obtains a consultancy, the management facilitates the process and permits use of facilities required. The staff is encouraged to carry out such consultancies.

3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

Dept of Microbiology	Sun Shield Chemicals Limited (2009-11)	4,00,000
	United Phosphorus Ltd (2010-11)	4,00,000
	Jayant Agro Organics Ltd (2010-11)	3,00,000

A community support project was undertaken to check the contamination and potability of water supplied by Municipal Corporation and tankers which had led to health related issues, which earned the goodwill of the society.

3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?

The policy of the institution with regard to sharing the income generated through consultancy is 40% of the money is used as running cost of the project and the remaining used for improvement of infrastructure.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the institution promote institution-neighbourhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

Jai Hind College has the following cells. Extension Activity Cell, NSS, RCJC,WDC, CSR, Psychology Association and Departments like BBI, BMS, BAF and the department of Social Sciences (History Association) through which the institution engages students to promote institution neighborhood community network .

To inculcate good citizenship, service orientation and holistic development of students, the college conducts several thematic seminars and workshops inviting distinguished experts from different walks of the society.

Students also offer their services as volunteers in several NGOs and charitable organizations such as Navjeevan, Masina Hospital, Shraddha, and many others. Students are sensitized to social problems and get hands-on experience by working with NGOs.

3.6.2 What is the Institutional mechanism to track students' involvement in various social movements/activities which promote citizenship roles?

The college has constituted several committees and cells consisting of teachers and students. Through the activities of these committees the students participate in various social activities which imbibe the sense of responsibility which culminate into good citizenship qualities in the student community. College has also taken leading role in promoting anti-smoking, ban on women trafficking, eve teasing, anti-ragging and prohibition of sexual harassment through cells and societies. Teachers keep track of student's involvement in various activities organized by committees.

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

All stakeholders are encouraged to voice their opinion and interactive approach is maintained. Management, Principal, teaching staff, non-teaching staff, parents, alumni and students approach the institute for academic, financial and technical support. The same is achieved through:

- Experts on the IQAC are consulted to improve the quality and performance of the institute.
- Alumni association interactions
- Parent- teacher meetings
- Contacts via emails and sms with parents
- Training and motivational programs for non- teaching staff
- Student Council, a student's body to organize college events, streamline admission procedures etc
- Teaching staff gives suggestions during staff meetings
- Exit poll of graduating students

All these activities culminate in the improvement of the quality and performance of the institution.

3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

Planning: The various cells and societies involved in CSR /Extension activities meet and plan the activities for the year. The previous years activities are reviewed and new activities are planned to involve more students and for better outreach. The year's activities culminate in *Spandan* where all the societies come together to highlight social evils to sensitise the student community.

Participation of students in programs organized by various societies ensures their involvement in extension and outreach programmes.

Budgetary details for Life Long Learning & Extension (Extension activity cell) of Jai Hind College

As prescribed by the University a fee of Rs.200 is collected from every student who is a member of the Extension Cell. Rs 100/- per student is retained by the college to effectively conduct extension activities. The following are the details of last 4 years.

Particulars	2010-11	2011-12	2012-13	2013-14	2014-15
Total fees collected	22,600	36,600	34,200	23,800	14,400
Less Expenses					
Paid to the University	11,300	18,300	17,100	11,900	7,200
Remuneration to the Faculty	4,000	9,000	9,000	4,500	1,500*
Travelling Expenses (approx.)	3,000	3,000	2,600	2,500	2,000*
Printing and Stationery(approx)	3,000	4,500	3,000	2,400	1,400*
Miscellaneous Expenses (approx)	1,000	1,500	1,000	1,000	800*
Donations	-	-	1,500	1,500	1,500

Budgetary details of NSS

Particulars	2010-11	2011-12	2012-13	2013-14	2014-15
Total amount received from University	31,800	38,550	29,550	15000	36750
Less expenses					
Travelling expenses	5,000	5,046	5,500	5500	7000*
Food	3,788	3,783	4,865	7187	8000*
Printing and stationary	4,864	5,152	4,274	3665	2000*
Rural camp	11500	19050	9050	33580	43200*
Miscellaneous	5,350	5,046	6,244	15000	36750*
Honorarium	1500	-	500	1000	2000

*The budgetary figures for the current year 2014-15 are approximate figures as accounting will be done only in March.

3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/International agencies?

Creating awareness among the students by announcements on the college website and other social media, through Principal's address during orientation, notices circulated in class rooms and displayed on notice board and concerned faculty inform the students. Faculty participate in committee's activities including training programs, workshops, seminars and field visits on related topics.

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under-privileged and vulnerable sections of society?

2010-11 and 2012-13 CSR felicitated underprivileged girl cricketer Ms Vrushali Bhagat and Dr Hemant N Deshmukh, a police constable for acquiring LLB and PhD, who is now a practicing lawyer.

Adopt Girl Child - CSR activity adopting a girl child: Financially assisted Matrumandir by adopting five of their orphan girls under Indirabai Halbe, Dattak Palak Yojana (January 2014)

Students do survey and research on Career projects and social issues.

Students conduct a survey on status of women from different parts of city, including low income group

Students and teachers organise promotional events such as the exhibition cum sale by Bachat gat, by Mouth and Foot Painting Artists & by other NGOs.

GOONJ: CSR cell students collect old clothes and books from faculty and students and donate them to NGO Goonj which works for the underprivileged section of society.

Police Academy (Lonavala): Teachers act as facilitators and students as volunteers & teach soft skills in English to lady constables of the academy.

Plan India & Helpage are given donations through RCJC.

Donations towards NGO's :2013 - 2014

Name of NGO	Type of Donation	Amount
Help Age	Health & Nutrition of Aged people	Rs 6000/-
Plan International	Running Creche for children of workers of Building Sites: 'School On Wheels Campaign'	Rs 1,20,000/-
Plan India	Education for Girl Child: 'Because I Am A Girl Campaign'	Rs 2,400/-
Plan India	Shelter & Nutrition of Girl Child: 'Because I Am A Girl' Campaign	Rs 12,000/-
Plan India	Health Care of Girl Child: 'Because I Am A Girl' Campaign	Rs 6000/-

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated.

Students are sensitized to social issues, students learn to take up responsibilities, and they inculcate good human values & sensitivity towards other human beings. Lending a helping hand to needy, cleanliness, importance of environmental protection, etc, all these values help in producing good citizens and leaders by providing them with a well rounded education

3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

Students attend NSS camps and work with rural citizens towards improvement of infrastructure or basic facilities, students visit and offer volunteering services in Special schools, orphanages, old homes NGOs such as Bachat gat

hold exhibition in College premises and benefit from the sale proceeds. Students also carry out social problem related surveys.

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

- The constructive relationships have been established with Mahila Bachatgat, Mouth & Foot organization, Shraddha, Navjeevan, Our lady of Piety House, Om Creation, Terry Fox Foundation, & Matrumandir - Deorukh orphanage.
- Signed an MOU with the Violet Muralidharan Foundation which was started by one of our students for the upliftment of the underprivileged, with special focus on the leper colonies of Mumbai. (Entourage).
- Collaboration with
 - * Humara Footpath foundation has people working with children living on the streets in Mumbai
 - * Akanksha foundation is a non-profit organisation with a mission to provide children from low-income communities with a high-quality education.
 - * Mouth and Foot Organization: The Mouth and Foot Painting Artists (MFPA) is an international organization, assisting disabled artists in the attainment of self-respect, creative fulfillment and financial security.
 - * CRY foundation has following mission: Realize a world where children can have a happy, protected and healthy childhood.
 - * NGO 'Navjivan' the aim of reaching out to commercially sexually exploited women and their children, to motivate and support them to give up their demeaning occupation and work towards integrating them in society
 - * Dilkush Special School - The aim of this school is to cater to the all round development of children with intellectual disabilities.
 - * Spastics society (ADAPT) is dedicated to the welfare of persons with Neuro-Muscular and Developmental Disabilities. The Society provides a Comprehensive Package of Diagnostic and Intervention Services to persons with Cerebral Palsy, Autism, Mental Retardation, Multiple Disabilities and Learning Disabilities.

3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

The Institution has received several awards and recognitions for its extension activities. To mention a few

- Rotary Youth Exchange for life changing Programmes (2014-15)
- Matru Mandir award for CSR activities (2014-15)

- Trophy for best community service awarded by the Rotatry Club of Mumbai (2011-12 & 2013-14)

The Department of Lifelong Learning and Extension unit (DLLE) of University of Mumbai conduct the extension activity. Jai Hind College joined this activity since the academic year 2009 - 10. Students enrolled in this activity do community based projects like status of woman in society, population education, Annapurna project, career project.

The DLLE of University of Mumbai organizes intercollegiate festival Udaan where students through skits and posters display solutions related to social problems Awards received by our students are:

YEAR	STREET PLAY	POSTER
2010 -11	3 rd prize (Natha Pratha)	Consolation prize
2011-12	3 rd prize (female foeticide)	-----
2012-13	3 rd prize (Amhi Debi Tumhi Debi)	3 rd prize
2013-14	Consolation Prize	Consolation prize
2013-14		Special prize (Women Empowerment) organized by Amlani college

3.7 Collaboration

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships.

Students are encouraged to do Internships and summer training in hospitals (Saifee, Bhatia, Bombay, Jaslok to name a few), Ree labs for basic stem cell techniques, Blood banks & Industries. Students attend open-day at ACTREC annually. All of these provide our students with hands-on experience, awareness of latest equipments &/techniques and informs them on various avenues in the field of research.

The Department of Microbiology collaborates with Nirmala Niketan, College of Home Science, to share facilities and equipment and research is undertaken. Researchers, use equipment and other facilities from research Institutes like IIT, TIFR, University of Mumbai, ICT with prior permission.

3.7.2 Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities/industries /Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

The college also has several collaborations.

- The Department of History has collaborated with the Observer Research Foundation, Mumbai, as a knowledge partner for a Certificate course on ‘International Relations’ and with the ‘Asiatic Society of Mumbai’ which

has endorsed the certificate course in Indian Cultural Heritage. A MoU has been signed with the Observer Research Foundation.

- An MOU with Nirmala Niketan, College of Home Science for collaborative research, (MSc Dissertation) sharing of equipment and conducting modules in Basic Techniques in Microbiology for students of Nutrition and Dietetics has been signed.
- The Department of Physics has introduced a certificate course in Basic Astronomy in collaboration with The Amateur Astronomers' Association Mumbai.
- The Department of Life Sciences collaborates with the Indian Science Academies and conducts lecture workshop annually on topics of global importance. They have introduced a certificate course in Forensic Science in collaboration with FACTS.
- Several faculty members are members of BOS/adhoc BOS of other institutes (St Xavier's college, SNDT University)

These practices have led to the sharing of knowledge, peer learning, and global exposure and students are able to exchange ideas.

3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment/creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories/library/new technology /placement services etc.

The Sheila Gopal Raheja building has been commissioned this year and set up entirely by the contribution of our Alumnus.

The Priyadarshni academy has contributed for the Computer lab housed in this building.

The college auditorium (Ramesh Pama Thadani Auditorium) has been refurbished by community contribution.

Several companies visit the campus for Placement and internships for our students.

3.7.4 Highlighting the names of eminent scientists/participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.

Refer 3.1.6 Table 8

3.7.5 How many of the linkages/collaborations have actually resulted in formal MoUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated -

- a) Curriculum development/enrichment**
- Initially the Department of History had started the teaching of a module on International Relations as a non-credit course for the SYBMS Class since 2007 - 08. They are now conducting a certificate course in the same which is open to students of all faculties. This course is in collaboration with the Observer Research Foundation and has signed a MoU for the same.
 - The Department of Microbiology had started the process of guiding students for their MSc Dissertation since 2013 - 14 which has now translated in the signing of a MOU with Nirmala Niketan, College of Home Science.
- b) Internship/On-the-job training**
- Students are sent annually for internships to Ree Labs where they learn the basics of Stem cell biology, Blood-banking and Immunohistochemistry. The signing of a MoU is in progress.
 - Several of our students over all faculties undertake internships related to their disciplines which the college facilitates.
- c) Summer placement**
- The summer placement is pre-dominant in the self-financing courses of BMS, BMM and BAF
- d) Faculty exchange and professional development**
- Some teachers of the department of Microbiology teach modules in Nutrition and Dietetics at the PG level
- e) Research**
- There are no formal MoUs but research scholars' avail of the facilities in institutes like TIFR, IIT, ICT, Institute of Science and University of Mumbai.
- f) Consultancy**
- The Department of Microbiology has been actively engaged in consultancy projects in the field of Bioremediation.
- g) Extension**
- Under the College social responsibility the college has several linkages and MoUs have been signed with NGOs. The social work is being done in the field of health and civic issues. Our students work with three major organizations/NGO's i.e. Blue Ribbon Movement (BRM), Red Ribbon Club (RRC) and United Way of Mumbai. Through these organizations we create awareness among people about the civic issues and health issues in our society.
- h) Publication**
- Teachers are encouraged to publish their research articles in the In-house journal- "Different Strokes" bearing an ISSN 2249 - 7471
- i) Student Placement**
- Placement Cell ensures good companies come to the campus to recruit students through its linkages

j) Twinning programme:

- The Department of Computer Science and IT, Jai Hind College has an MOU with University of Fraser Valley (UFV). After completing 3 years of Graduation (BSC in Computer Science/IT) of the Mumbai University the student can join the 4th year of BS (Computing) directly in UFV and acquire a double degree

k) Introduction of new courses

- Bearing in mind the demands of the students the college has started new courses like MCom and BSc IT.

l) Student exchange

- Under the OMG programme which was started in 2007 - 08 where several of our students have gone for 6months/1 year to Canadian Universities and are offered courses of their choice. 3 Canadian students have come on an exchange for the Humanities Programme to our college.
- The programmes are annually reviewed for its impact and the student demand, both of which are taken into consideration for future action.

3.7.6 Detail on the systematic efforts of the institution in planning establishing and implementing the initiatives of the linkages/collaborations.

Foreign Collaborations and Exchange Programmes

Blue Bridge Course -Study India

In the Study India Programme with Jai Hind College, about 10-15 students from across US come on a cultural visit to Mumbai for 3 weeks to enrich their knowledge of India and everything that defines it. This program is running since 2010 - 11.

King's College summer Program

This programme was started at Jai Hind College in the academic year 2012 - 13 in collaboration with HR College & Sophia College

International Summer School, Kings College London offered a range of popular short courses at Jai Hind College in collaboration with HR College where 125 students from our college had enrolled and successfully completed the programme. Kings provided them with an opportunity to experience UK teaching style and acquire globally relevant study skills. The courses offered are International political economy, International relations theory & practice, Marketing Management (with international marketing), and Art of Leadership. The King's Summer School faculties are experts in their field. They engage the students with out-of-the-box questions, new perspectives and different ideas.

Sneha Menon, Yashika Shah (2012-13), Ketaki Sharma, Vishaka Wadhvani, Sankruti Patil (2013-14) were selected for a scholarship to attend summer school in London.

Nottingham Trent University U.K.

An MOU with Nottingham Trent University has been signed by Jai Hind College in order to avail Students of SYBA and TYBA to study as an exchange student in Nottingham Trent University, one of the foremost Universities of UK.

The students will spend three months, mid September to mid December at NTU and will complete any remaining assignments in the months of December and January after their return to Mumbai. According to the terms of the agreement, our students will have a complete fee waiver and will only have to pay the cost of their trip and living costs while at NTU. They will also have to choose subjects totaling 60 credits, to be completed during their term there.

University of Fraser Valley, Canada (2010)

The Department of Computer Science and IT, Jai Hind College has an MOU with University of Fraser Valley. 90 credit points are given to a computer science and IT students after completing 3 years of graduation (BSc in Computer Science/IT) through Mumbai University, with these 90 Credit points the student can join directly the 4th year of BS (Computing) in UFV. So in 4 years these students acquire a double degree

The Ontario Maharashtra Goa Student Exchange Programme (2008 onwards)

8-10 students of different disciplines apply to 17 Canadian Universities for a I/II semesters non degree programmes, with total fee waiver. An additional scholarship of upto two thousand five hundred Canadian dollars is provided to a few meritorious students. A few students from Canadian Universities join our college in the humanities/media programme.

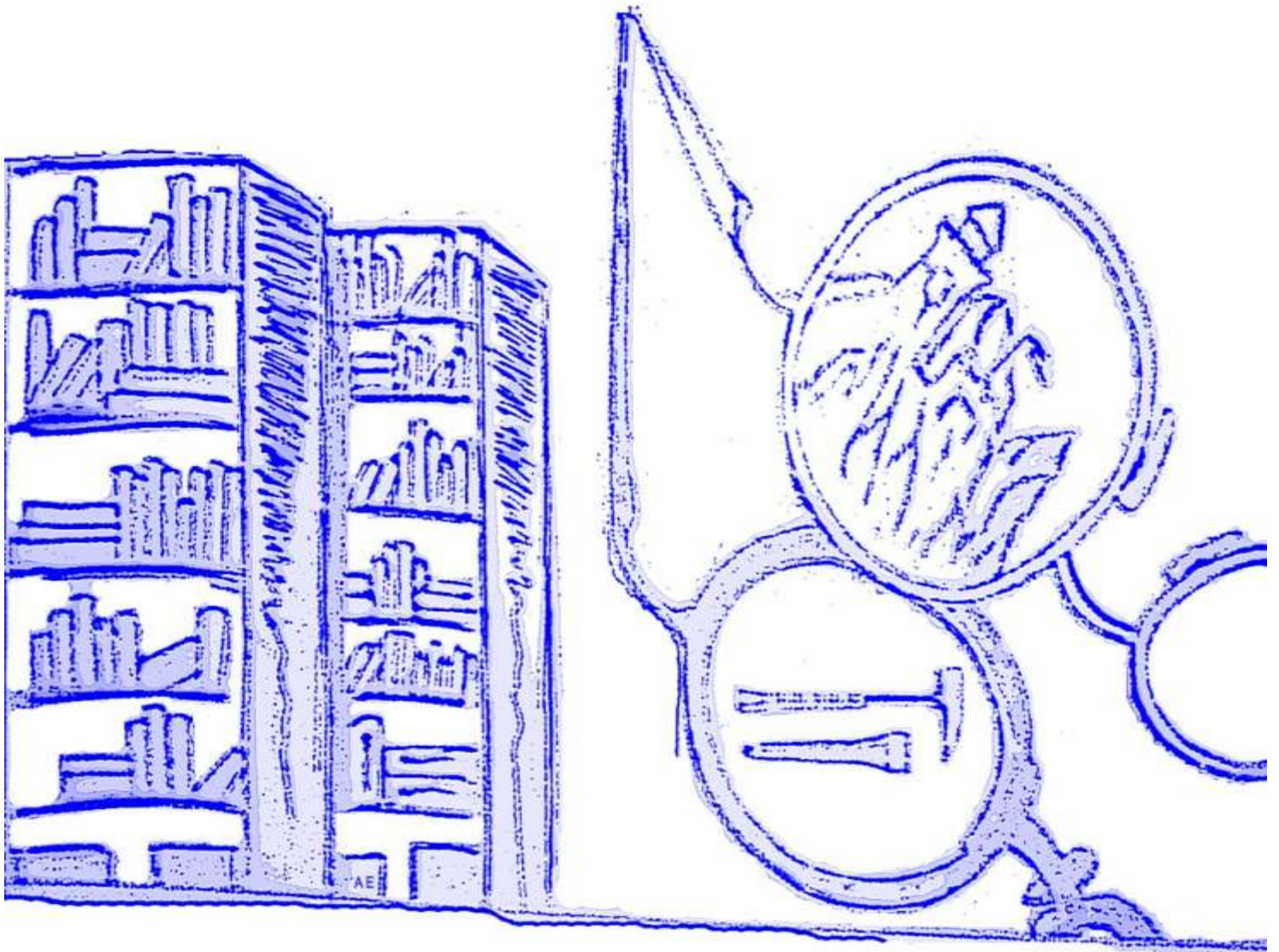
Bournemouth University UK (2010)

This is collaboration for our Media students (BMM), which is for developing activities to advance areas of mutual academic interest.

Any other relevant information regarding Research, Consultancy and Extension which the college would like to include.

The college has a good research culture. Students and faculty are encouraged to take up research projects. To imbibe good human values students participate in various extension activities. Year after year, through various activities strong ties have been formed with NGOs and other institutes.

Infrastructure & Learning Resources



Committee Members

Dr V Dhar (Head)
Ms L Upadhye (Deputy Head)
Dr A Siddiqui
Ms N Vinchu
Mr W Rao
Dr D Chachad
Mr A Saxena
Dr S Chandran
Ms R Jaisinghani

IV: Infrastructure And Learning Resources

4.1 Physical Facilities:

Jai Hind College is known not only for good quality education but for its excellent performance in curricular, co-curricular and extracurricular activities for which the institution provides the necessary facilities in the form of an up-to-date infrastructure.

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

At the end of every academic year, the members of the college management assess the need regarding infrastructure, which are tabled in the IQAC, L.M.C. meetings and then are forwarded to the concerned authority for further action. A resolution to that effect is passed; estimates are invited and then approved by the management. Some funds are made available from the UGC grants the college receives.

4.1.2 Detail the facilities available for:

a) Curricular and co-curricular activities - classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.

b) Extra-curricular activities - sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.

We have sufficient number of classrooms, having varying capacities to accommodate 60 - 130 students. They are spacious, well ventilated with natural light, fitted with sufficient number of lights and fans. Some classrooms are fitted with smart boards. Besides the audio visual room most classrooms have a podium and several are equipped with LCD projectors to facilitate the teaching - learning process. The audio visual room is used for curricular & co-curricular activities e.g. seminars, debates and workshops. The literary and debating society of the college helps to hone public speaking and communication skill by organising workshops where eminent personalities from the field of theatre and drama are invited. The Auditorium with a seating capacity 600 is used for various college events be they social, cultural or academic. Every floor has notice boards for the dissemination of information of various societies and cells. Space has been allocated in the foyer and basement of the new building for students who participate in extra - curricular activities for the various cells and societies to practice. Sixteen well equipped science laboratories; and an automated library with e- resources; are some of the other pre-requisites which facilitate the process of teaching-learning. A space provided on the ground floor of the main building houses the NCC air-wing. The administrative office, student and staff common rooms are also housed in the main building. A multipurpose activity centre

for various societies and cells like NEN, Student's Council, NSS, WDC etc. which support the overall development of students, is present on the 5th floor of the new building. The Gymkhana has various facilities for indoor activities like carom, table tennis etc. The canteen and cafeteria serve a good variety of hygienic food.

RECENT ADDITIONS:

- New teaching aids like interactive boards have been installed in some classrooms.
- A new initiative by the staff and students of the College resulted in the starting of a garden of medicinal plants. This initiative was taken up by the Nature Club and Gymkhana committee of the College. The plants are maintained on the terrace of the main building. Every plant is properly identified and labelled giving their family, botanical & common names and medicinal uses. The plants within Jai Hind College campus and also on 'A' and 'B' road have also been identified and labelled.
- There is an area for a yoga facility & a Gymnasium.
- The college has received grant during the last academic year for improvement of sports facilities. A Boxing unit has been installed where students are trained.

4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution/ campus and indicate the existing physical infrastructure and the future planned expansions if any).

Major steps taken for the infrastructure to be in line with the academic growth are:

- The institution not only procures but ensures proper maintenance of the infrastructure at frequent intervals.
- The basic Infrastructure required to run the institution is continuously upgraded depending upon the requirements. Keeping in mind the increasing strength of students, a new computer laboratory has been set up with thirty six new machines.
- The BEST main electrical panel and all the old wiring has been replaced.
- Analog meters have been replaced with Digital meters.
- Water coolers with modern filtration systems have been installed on each floor for the use of staff and students. Water dispensers have been placed in Staff room.
- Provision of PNG Gas Line through Mahanagar Gas Ltd. has been introduced in all Laboratories since 2014.
- White/Green Boards have been installed in many class rooms.
- A full time electrician and carpenter are employed to look after the electrical, furniture and fixtures of the College.

- Annual Maintenance Contract (AMC) for the upkeep and maintenance of Computers, Projectors, Air Conditioners and other machinery items is in place
- Resident hardware engineer and an IT administrator look after the hardware, software and network infrastructure.
- Floor-in-charges are employed to look after the respective floors and a daily complaint register is maintained and complaints are attended to quickly.
- Fire extinguishers are installed on every floor.
- The institution has also undertaken power saving measures on premises by using LED bulbs to improve overall efficiency.
- The campus is equipped with CCTV as a security measure on the premises.
- Provision of Public Announcement System to address the students and staff is in place
- High end laboratory instruments are procured to fulfil the demands of the changing syllabus and to carry out quality research.
- Power saving equipment is purchased to save electricity.
- All laboratories of the biological sciences are housed on one floor (4th floor) to facilitate the sharing of instruments and other resources.

A newly constructed building consisting of 7 floors + basement is ready and operational. The following facilities have been provided:-

- Fully air conditioned with a well equipped gymnasium in basement, part of which also serves as an area for recreational activities such as stage performance practices
- Modular Furniture in all the offices/laboratory/classrooms.
- Fire Fighting and Smoke Detectors.
- Special WC/Wash Room for physically disabled on the Ground Floor.
- New psychology laboratory.

Future Plans.... Research laboratory: For inculcating research culture in Jai Hind a common well equipped Laboratory is being set up in main building. From UGC grants following instruments were purchased: Mastercycler Nexus 6333 for PCR, Gel Doc, Olympus Binocular Research Microscope, HPLC - Agilent Technology.

With grants available now plans are in place to equip the laboratory with more sophisticated instruments and researchers can now actively involve in consultancy work and collaborations.

Annexure VII A - Master Plan (Main Bldg) (Page No. 377)

Annexure VII B - Master Plan (New Bldg)

Annexure VIII - Amount spent in last four years (Page No. 390)

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

The institution tries to help these students by permitting the use of the lift even for coming down along with escorts. A special wash room & ramp facilities have been provided in the new building. The library has special facilities like special seating arrangement at a round table for such students.

4.1.5 Give details on the residential facility and various provisions available within them

- **Hostel Facility - Accommodation available**
- **Recreational facilities - gymnasium, yoga facility, etc.**
- **Computer facility including access to internet in hostel**
- **Facilities for medical emergencies**
- **Library facility in the hostels**
- **Internet and Wi-Fi facility**
- **Recreational facility-common room with audio-visual equipments**
- **Available residential facility for the staff and occupancy Constant supply of safe drinking water.**

There is no hostel available on the campus as majority of the students and staff are from Mumbai. Out station students are asked to contact nearby hostels in town and the list is provided by us.

4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

The College has taken a group insurance scheme for student safety with Oriental Insurance Company for accident cover. Every student makes contribution of Rs. 20 for group insurance policy under which they are covered up to Rs. 50,000/- for any accidents.

Dr Urvashi Shivdasani (on campus) & Dr Patankar, (A to Z diagnostic Centre at Marine Lines) are on call for our staff and students. We have a basic health amenities on the college premises. Also, within a 2.5 km (10 min. drive) radius we have 2 major hospitals - Bombay Hospital and Saifee Hospital which we have used in crisis situations. A first aid box facility is present in all the science laboratories, in the staff room & in the administrative office.

CSR, NSS, RCJC organize free medical health checkups which include blood analysis, Thalasemia identification, Bone density tests, cardiogram; also blood donation camps, eye check-up camps to name a few. WDC organizes talks on health awareness particularly for adolescents along with a medical checkup for them

4.1.7 Give details of the Common Facilities available on the campus - spaces for special units like IQAC, Grievance Redressal unit, Women's Cell, Counseling and Career Guidance, Placement Unit, Health Centre,

Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc

A dedicated room has been allotted to the IQAC on the third floor of the main building. The counselor and the NCC unit have been allotted space in the Main Building. Placement cell, NEN, WDC, Anti ragging cell, grievance redressal cell, and NSS have been allotted space in “Multipurpose activity Center” (new building 5th Floor); canteen and cafeteria (Ground floor and campus ground); safe drinking water facility available (purifier on each floor & staff rooms); recreational spaces for staff and students (New Building). The Auditorium and AV room are optimally used by all societies and associations throughout the year for conducting programmes. Bookings for the same are managed by the HR department.

4.2 Library as a Learning Resource

4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

The library has a Library Advisory Committee. It comprises of the Principal, five senior members from faculty, librarian and two student members. Meetings are held periodically, the agenda for which is prepared by the librarian. Matters of importance like factors affecting the growth of the library are discussed. Students in the committee give innovative ideas for its development and suggest solutions for problems.

Significant initiatives taken to make the library user friendly are:

- Digital Ink Competition to provide a platform to the students to share their writing skills in form of poems, book reviews and short stories.
- Special counseling sessions are held periodically for library attendants for their overall development (professional and personal), to make them confident to face the library user queries.
- Librarian selects student volunteers for various activities.
- Regular orientations are conducted on “How to use library and its services”.
- Current Awareness Services: Library disseminates e-alerts about new arrivals, subject bibliographies, e-newspaper clippings, budget utilization to the staff members through emails.
- Provision of the extra library card to facilitate issue of extra book, periodical, CD - DVDs received with a book, social documentary, movie etc.

4.2.2 Provide details of the following:

Total area of the library (in Sq. Mts.) = 1426.464 Sq. Mts.

Total seating capacity: Approx. 140 seats

Working hours (on working days, on holidays, before examination days, during examination days, during vacation)

The College library is open from 8.40 am to 5.30 pm on working days. It is closed on Sundays and public holidays. Before and during the period of examination a special classroom is provided on these holidays from 10.00 am to 5.00 pm. In addition to this, on a demand from the students to study for the competitive exams the class room is made available from 5.30 pm till 8.00 pm.

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

The librarian forwards the publishers catalogue, emails the list of the latest published books and e-fliers to the relevant subject heads of the department. Staff interested in any title recommends books for the library. Relevant new books and journals are then purchased. Each department is allotted a budget and the heads of departments in consultation with their faculty draw up a list which is then submitted to the librarian. She in turn forwards the same to various publishers. All books are first taken on approval from a range of booksellers. On selection they are purchased.

Librarian and faculty visit bookshops, various book exhibitions, book launch promotions, seminars and conferences for book purchase. Students also recommend books in the library through “Request a book”. All the books purchased are displayed on new Arrivals showcase.

Library disseminates list of new arrivals through bibliographies and e-alerts. Subject bibliographies are provided to the faculty. Library orientation program covers the information about use of the print and e-Journals and other than book materials. Library held special orientation for INFLIBNET to create awareness among the faculty and students to use e-journals for their research and projects.

The additional activities like theme wise displays, short story/poetry writing competitions, book reviews, fiction fest, book exhibition of the print and non book materials purchased from last three years, and announcements for conducting workshop etc. adds up to the enhanced use of library resources.

With these activities Library staff ensures the maximum utilization of resources.

Library holdings	2010 - 11		2011 - 12		2012 - 13		2013 - 14		2014 - 15	
	No.	Cost	No.	Cost	No.	Cost	No.	Cost	No.	Cost
Text books	319	45502	333	37171	339	45139	390	259124	475	58445
Reference Books	812	425822	655	403036	874	866343	491	73998	173	284187
Journal/ Periodical	57	82735	66	86847	69	85837	75	99770	48	76184
e-resource	23	7414	1	1995	71	15806	47	27050		

Any other specify)					4 e-Jrnl	58790 (43790 + 15000 *)	1	555 + *	1	999 + *
INFLIBNET + e-Journals										

* Rs. 15, 000/- paid for 3 years commencing from 2012 - 13.

4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

- **Electronic Resource Management package for e-journals:** Access to e resources through NLIST of INFLIBNET; e-access to print journals providing online access offering their own keyword browse facility & e-library resources of Institutional membership libraries.
- **Federated searching tools to search articles in multiple databases:** The library software SLIM21 provides the federated search facility for library collection entered in multiple databases.
- **Library Website:** The college website has detailed information of the library. Library has purchased the Web OPAC module (Windows based software for Open Public Access Catalogue) of the SLIM and the Library catalogue is accessible online.
- **In-house/remote access to e-publications:** The library catalogue and e-resources can be accessed in-house via intranet. The remote access to the e-resources is offered with the help of passwords.
- **Library automation:** Library uses Software System for Library and Information Management: SLIM 21 - an integrated, multi-user, multi-tasking library information windows based software for automating its acquisition, cataloguing and circulation activities. Bar-coding of the library collection is completed to ensure efficient and fast services. The user's database is updated and books issue and return is done through software.
- **Total number of computers for public access:** The library has a total of thirteen computers for staff and students access.
- **Total numbers of printers for public access:** Library has one laser printer.
- **Internet band width/ speed -** 2Mbps + 2 Mbps + 1 Mbps MTNL broadband, 4Mbps Aircel (lease line) and 1 Mbps Reliance broadband.
- **Institutional Repository:** Library has a repository of college magazines, various reports, projects etc. The librarian acts as an information officer for the repository.
- **Content management system for e-learning:** The library prepares special directories for e-resources which gives abstracts about the contents and also suggests its usage value for a particular course or syllabi. Librarian sends emails of the e- resources available which is useful to all departments.
- **Participation in resource sharing networks/consortia (like Inflibnet) -** Library is a member of NLIST package of INFLIBNET. The librarian is a

member of various networks like ILOSC, BOSLA, IASLIC, BUACLA etc. Library has Institutional membership of the various bodies.

4.2.5 Provide details on the following items

- **Average number of walk-ins:** Approximately 366 walk-ins per day
- **Average number of books issued/returned:** Average number of books issued/returned per day from circulation section is 81 books and from Reference section issue of library materials is approximately 150 per day.
- **Ratio of library books to students enrolled:** Approximately 23 books per student
- **Average number of books added during last three years:** During last three years 1027 Books are added in the library.
- **Average number of login to OPAC:** On an average 12 users login to OPAC daily
- **Average number of login to e-resources:** On an average 4 library members use e-resources per day. This does not include the access to the Inflibnet as remote access is permitted. As the user's access e-resources from different access points the exact figure of login is not available. Jai Hind Library featured in top ten Colleges in accessing Inflibnet.
- **Average number of e-resources downloaded/printed:** As the user's access e-resources from different access points the exact figure of download is not available.
- **Number of information literacy trainings organized:** All in-coming students and staff members attend the Library orientation Program held at the beginning of the academic Year. A Power Point presentation of library tour is available in the library, on the Intranet and Internet and for public access of our orientation on Slide Share which has got 1811 views, top 3 countries in terms of views are India, Unites States and Philippines and 21 downloads. Assistance in accessing information from the library catalogue and locating information continue throughout the year.
- **Details of "weeding out" of books and other materials:** To keep its collection updated and accessible the library weeds out outdated and damaged books from time to time. With the help of the systematic withdrawal of unwanted books space is created for the new collection. Every year library undertakes the withdrawal work extensively keeping criterion for withdrawal as outdated due to change in syllabus e.g. textbooks, inactive in the circulation for more than fifteen years, worn out or damaged beyond repair, with evidence of infestation. Subject-wise lists of books to be weeded out are prepared and get approved by concerned professors followed by the library committee. The books are withdrawn with consultation and approval of the various Heads of the Departments. Once approved the withdrawn books get stamped as "Withdrawn". Catalogue and accounts registers are updated accordingly. For journals and magazines; library organizes display of old magazines and journals for

teachers. Teachers select relevant magazines and journals for their departmental use. Proper entries are made against the title about its availability.

4.2.6 Give details of the specialized services provided by the library

- **Manuscripts:** The research manuscripts of staff and students are deposited in the library and made available for reference to the readers.
- **Reference:** A number of encyclopedias, dictionaries and handbooks are available in library for reference. Question papers, handbooks; prospectus, journals etc. are made available for reference. Library has audio-visual resources which can be availed for reference and overnight issue on the Library Plus membership to the students. A separate reference section for current textbooks is offered to ensure every user should get access to the latest book at any given time.
- **Reprography:** The College has a separate reprography center.
- **ILL (Inter Library Loan Service):** The library has linkages with many other college libraries in town such as Sydenham College, KC College, HR College and Wilson College etc. and university libraries like University of Mumbai, SNDT Women's University. It also has linkages with special and public libraries like Indian Merchants Chamber, Bombay Chartered Accounts Society, Bombay Natural History Society, American Library and Information center, Asiatic Library and David Sassoon Public library.
- **Information deployment and notification (Information Deployment and Notification):** Weekly library displays of new arrivals on library notice boards, e- alerts, C.A.S. and S.D.I; and reference queries of outside organizations are organized and shared with faculty and students. After indexing the new arrivals are displayed in the lending section.
- **Download:** Download facility is provided and the user's access e-resources from different access points.
- **Printing:** The staff and students are allowed to print required number copies for their study and research purpose. There is no restriction.
- **Reading list/ Bibliography compilation:** Monthly update of the library prepares bibliographies and reading lists for faculty and students for various events and projects.
- **In-house/remote access to e-resources:** Library subscribes e-resources like NLIST - INFLIBNET/IUC facilities for e-books and e-journals access. Jai Hind Library featured in Top Ten Colleges in accessing INFLIBNET. Provision of E-access of the print journals has access in-house via intranet or via remote access with the help of passwords. Institutional membership of reputed libraries provides e-access to their databases. E-Library of the college library has access to the lecture power point presentations, video lectures, e-books, compilation of the list of free online e-journals with hyperlinks, manuscripts of the staff members,

research articles published by the staff members, lectures, speeches during seminars/workshops conducted by college, etc. programs for new entrants and research scholars and newly appointed staff members. Library updates subject bibliography to the staff members monthly through E-alerts.

- **User orientation and awareness:** Users are helped through continuous orientations and awareness programmes by the friendly and well trained library staff members. Student involvement as volunteers in the various library events such as Book fair, aids to enhance the awareness about the library.
- **Assistance in searching Databases:** The required assistance for database search is provided in groups as well as on one-to-one basis.

4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the college.

- In the Fiction Fest event library staff provides opportunity to students to promote their publications. This year a student's book titled 'Believe' was promoted.
- A special shelf is marked for the students and teacher's publications.
- For better access of the books, an open access facility is provided to all students and staff members throughout the library hours.
- Faculty and students have the facility of reading in the library. Students are allowed to borrow two books at a time for home reading and can also get books and periodicals and non-book material for reference. Library Plus membership provides overnight issue of the journal /CD/an extra book, magazine or non book material are made available at a nominal rate
- The library displays the new books in a "New Arrivals" showcase, along with the booklist of subject wise new editions. These are changed every week/ fortnight. Library e-mails monthly new arrivals list to all staff members.
- The library invests in foreign publications to help students to prepare for international and local competitive exams.
- Regular theme wise book exhibition are held to showcase the available library collection on various topics.
- Library provides a Computerized Search Facility.
- Special Staff Development Training was conducted for the library attendants; they learned all the aspects of the library management and handling of the reference sources. At the end of the training they feel confident to face the library users since they gained latest knowledge of the reference sources, e-resources, and can search the information on the library database professionally. Thus staff development helps to promote library services efficiently.
- Institutional membership facility is given to the staff members and students so that services rendered by the concerned libraries are availed.

- Periodicals content service facilitates teaching staff members to browse the contents page of the periodicals which saves their time and helps them decide which article they are interested in.
- Library facilitates its users by providing proper Guidelines, laboratoryeled bookracks and friendly user assistance by our staff to locate books.
- The library, on request, departs from the rules and lends more than the two books at a time to both the advanced and slow learners.
- Post graduate students are issued extra books, reference books for home reading and journals for in depth study.
- The library provides required books in the reference section for the students who are preparing for the university/competitive examinations, projects or seminars.
- Students who are preparing for co-curricular and extracurricular activities, such as elocutions, debates, essay writing competitions at college and intercollegiate level are given all possible assistance.
- Teachers attending refresher courses, seminars, conferences and training camps are also given assistance for procuring relevant material.
- Multimedia Library offers DVD/CD ROM screening facility to staff and students. It contains two computers equipped with headphones and collection on various topics.
- Library provides referral service to faculty and students. They visit other libraries for further reference and research; like University of Mumbai, SNDT Women's University, TISS, TIFR, Institute of Science, IIT and ICT.
- Through the Extension Activity Cell the library conducts Career Exhibitions for the students to know the different types of courses offered by various institutes. Library exhibits the brochures of the foreign colleges/universities time to time in the library.
- Students are encouraged to write book reviews for new books which are displayed on library notice board.

4.2.8 What are the special facilities offered by the library to the visually/physically challenged persons? Give details.

The library can extend support to the visually/physically challenged persons of the college by providing reader/writer for the visually and physically-challenged persons, if the need arises. Library offers special seating arrangement for physically challenged persons.

4.2.9 Does the library get the feedback from its users? If yes, how is it analyzed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analyzed and used for further improvement of the library services?)

Library gets the feedback from its users through Online Google Forms, user's survey and suggestion register kept at the Reference Desk. Through this they ascertain the performance of the library. The questions are framed to know their reading pattern, methods they use to access information, Use of Internet, their expectations about library services, suggestions to improve the library facilities, their views about library staff, etc. The surveys are tabulated and on the basis of findings librarian prepares report. Use of a suggestion book, which is maintained by the Library Committee, helps get students feedback. Based on this feedback, immediate action is taken. The action taken is noted in the suggestion register against the remark which the suggestion givers can access. In addition to this Librarian communicates with the students, an informal interview, to get the information about library facility, users expectations, problems faced while accessing library materials.

4.3 IT Infrastructure

4.3.1. Give details on the computing facility available (hardware and software) at the institution.

- **Number of computers with Configuration (provide actual number with exact configuration of each available system):**

The computing facilities available at the institute include:

Desktops : 178 Laptops : 31 Servers : 12 Printers : 38
 Firewall : 02 Scanners : 03 Switches : 16 Thin Clients : 36

- **Computer-student ratio:** 1:1(Computing facilities according to batches)
- **Stand alone facility:** The college has an Interactive Learning Center for students to use for research purposes. For faculty, Wi-Fi access is provided to departmental Laptops in the Staff common room along with stand alone Computers in the Library and departments.
- **LAN facility:** The College is having Structured Network Cabling in both buildings. A fiber link is given to connect both the building so that the network can be managed at one place.
- **Wi-Fi facility:** Currently the new building is completely connected with controller based Wi-Fi facility with Ruckus access points in the main building. Only staff room and library faculty corner have Wi-Fi facility. College is planning to make the main building also completely Wi-Fi.
- **Licensed software:** College uses licensed Microsoft Operating Systems.
- **Number of nodes/ computers with Internet facility:** 226
- **Any other:** 31 Laptops

Annexure IX - Computing Facilities (available on site)

4.3.2 Details on the computer and internet facility made available to the faculty and students on the campus and off-campus?

Computer details: Each department has a computer/laptop with internet/Wi-Fi facility. The library also has Wi-Fi facilities

All Computers in the college are connected with the Firewall which is connected with 3 ISP's (Aircel, MTNL & Reliance)

Computers for Faculty: Desktops: 99 Laptops: 31

Computers for Students: Desktops in Laboratories: 91

Thin clients in Interactive Learning Center: 36

Internet facilities:

Sr.No.	ISP	Type of Connection	Speed
1	Aircel	Lease Line Connection	4Mbps
2	MTNL	Broadband	5Mbps
3	Reliance	Wi-Max	1Mbps

4.3.3 What are the institutional plans and strategies for deploying and up grading the IT infrastructure and associated facilities?

College has an IT Committee Comprising of Principal, Vice Principals, Vice president, CAO and IT Administrator. This Committee meets every month to discuss up gradation strategies. A wish-list is generated and based on prioritized requirements, upgradations are done as often as possible throughout the year.

4.3.4 Provide details on the provision made in the annual budget for procurement, upgradation, employment and maintenance of the computers and their accessories in the institution (Year wise for last four years):

Sr. No	Year	Computer Maintenance	Computer Purchase
1.	2010 - 11	51,054	1,38,145
2.	2011 - 12	76,059	1,02,800
3.	2012 - 13	4,55,716	17,10,675
4.	2013 - 14	2,70,750	4,84,000
5.	2014 - 15	2,15,160	64,000

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer aided teaching/learning materials by its staff and students?

The college provides twenty seven LCDs, seven Interactive Projectors which are installed and maintained regularly. In addition to the projectors, the college also provides individual laptops for each department along with Desktops. The library also has internet facility and access to Inlibnet under NME-ICT. The college is also using Edusync for content development and sharing study material on a digital platform where individual students are connected to their faculties. Regular training workshops have been organised for the same.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching- learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the

institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

To make the teaching-learning process student-centric, they are given access to common computing facility. The Institution has an Interactive Learning Centre which has a state-of-the-art computing facility along with an interactive projector. The centre also has a language laboratory.

Students are also been encouraged to use online facilities like Edusync/Edmodo/pbworks etc. in order to make their subject topics more effective. Notes and slides are uploaded by the faculties and small quizzes conducted online. Library server and the digital classrooms have OER uploaded or links are given through which the students can access these resources. Some departments use flipped classroom.

Library has purchased the Web OPAC module of the SLIM which is available on intranet and working towards making catalogue available online. Also the college is taking steps to make online learning possible by introducing a Learning module software.

4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

The College is connected to Information and Library Network (INFLIBNET) Centre, Ahmedabad through National Knowledge Network Connectivity. We are trying to connect directly to National Knowledge Network through the facilities provided by MTNL VPN Connectivity. Through the use of the software *A-view*, one can view lectures delivered by experts at the University every Saturday.

4.4 Maintenance of Campus Facilities

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?

The management on the recommendations made by experts allocate the necessary amounts for maintaining the facilities.

a. Building: A structural and electrical audit of the main building has been recently completed and all recommendations have been implemented. The complete wiring and meters have also been changed after an electrical audit conducted by the BEST. A fire drill has also been carried out to be prepared to face an emergency. The college has developed new building which is used by the self financing courses and Arts faculty whose structure is a contribution of an alumnus.

b. Furniture: Monthly inspections of all furniture in classrooms are conducted and repairs are undertaken. The college regularly maintains complete stock of inventory of benches, tables, chairs etc in the premises and financial provision is made for adding additional furniture as per the requisition made by various departments and societies.

c. Equipment: College conducts regular inspection and maintenance of all electrical equipments. Comprehensive list of various equipments like electric fixtures, fans, lights etc are maintained by the full time electrician. Complaint books are maintained and defects are rectified on frequent intervals. Science departments regularly invite qualified personnel for an audit and maintenance of their equipment. Under the UGC/department budgets special allocation is done for the same. Laboratory staff carries out maintenance and small repairs regularly. A workshop was organised in the college under the aegis of WRIC.

d. Computers: The computers in the various departments and IT laboratories are usually maintained under an AMC by an onsite service engineer deputed by a service provider.

Refer Annexure VIII - Amount spent in last four years (Page No.390)

4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

The institution has annual maintenance contract (AMC) for the following facilities/equipments like Computing & Networking facilities, Lifts, Electric appliances/units, Water purifiers, CCTVs, Projectors & Smart Boards, EPABX, Air conditioners, Hand driers (Rest rooms). Professional housekeeping services are availed on contract for the upkeep of washrooms. Regular audit of the infrastructure is carried out by the Chief Administrative Officer (CAO) along with the support staff. Additionally architects and professionals having expertise in the area of infrastructure are invited for an overall review which is carried out through a structural audit. Workshops are organized for laboratory assistants to handle repairs and maintenance of the laboratory equipments.

4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/instruments?

Instruments are checked and maintained regularly by faculty/laboratory assistants/attendants. Mid-term and term end inspections of equipments/gas leakages are carried out and the HOD is informed about the status of the same. Particular attention is given just before the on-set of the examinations. Equipments are checked periodically and necessary overhaul/calibration is carried out by experts. The UGC allocated budget is utilized for the same.

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?

The institution has a regular inspection of various sensitive electrical equipments which ensures that these equipments have least probability of any damage due to voltage fluctuations. Continuous water supply is ensured by the institution through the BMC supply lines. Additional requirement is met by procuring water through designated water suppliers.

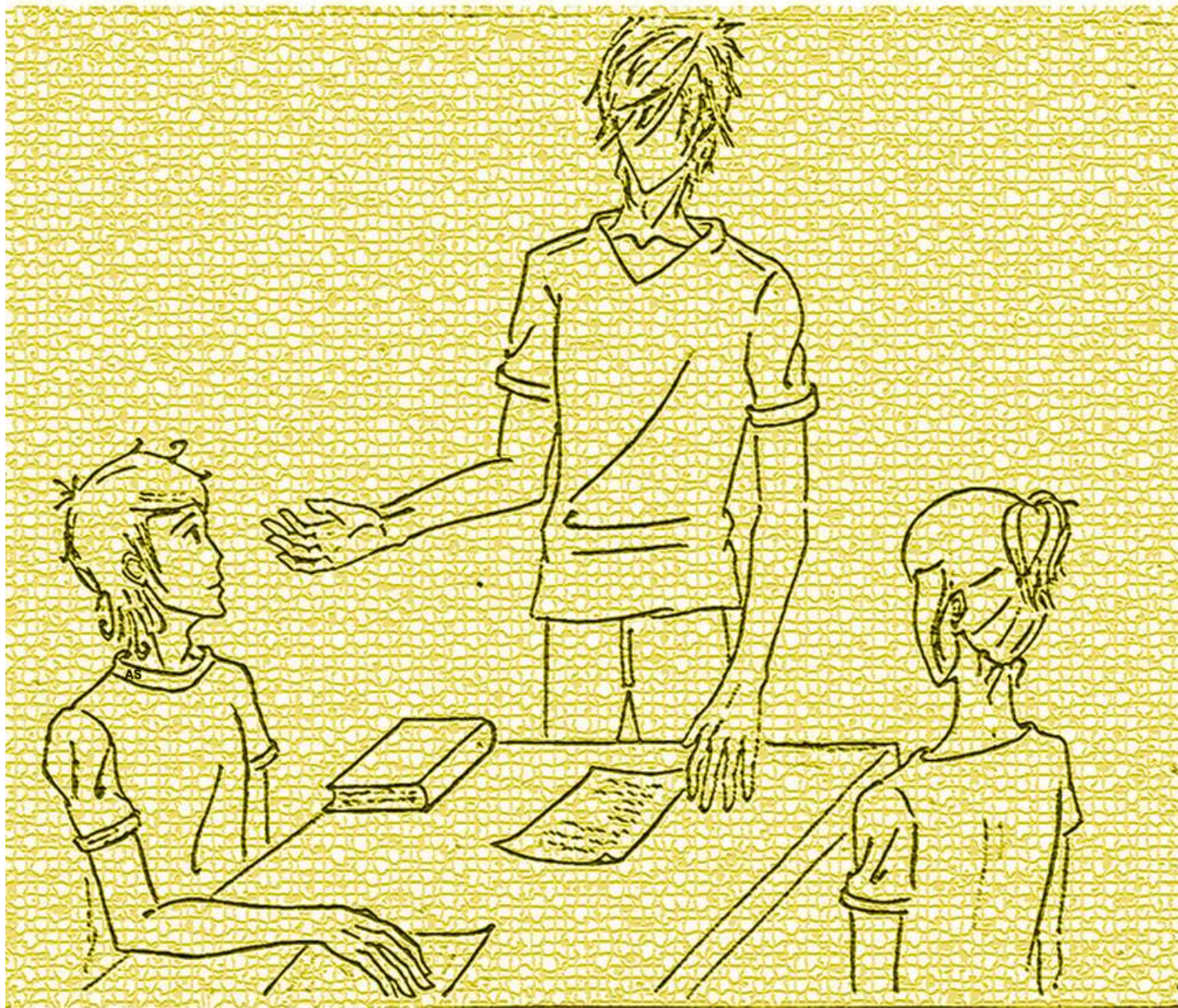
Recently the college has been revamped with:

- New Main Electrical Panel replaced (i.e. during Jan - Feb 2014).
- Analog Meters with Digital Meters.
- Water Coolers with modern filtration system on each floor.
- Water Dispensers have been placed in Staff Room.
- Provision of PNG Gas Line introduced in all laboratories from Jan - Feb 2014.
- Automatic AC & Power shut down system in the Annex building to save power.

Any other relevant information regarding Infrastructure and Learning Resources which the college would like to include.

- The institution has installed comprehensive Library Information software to facilitate better access to latest facilities in library.
- The institution also has appointed Chief Administrative & Assistant Administrative Officers who are in charge of the various administrative matters in the college.
- The institution has a tie up with Trutech Pvt Ltd through which the undergraduate students can give internal online exams as per the credit system introduced by University of Mumbai (till 2013 - 14)

Student Support



& Progression

Committee Members

Ms M Kumar (Head)
Ms S Rakhangi (Deputy Head)
Dr K Jadhav
Dr S Biswas
Ms M Bapat
Ms N Sunil
Mr G Ganesan

V: Student Support and Progression

5.1 Student Mentoring and Support

As faculty, the teachers endeavour to be guides, counselors and facilitators to our students, thereby honing their leadership and organizing skills which are invaluable assets when they step into the fiercely competitive world outside.

5.1.1 Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

Yes, the institution does publish its updated prospectus every year. However, for the last 3 years, the prospectus has gone on-line in keeping with our policy of reducing our carbon footprint.

The following information is provided in the prospectus:

- Courses offered
- Criteria for admission
- Fee chart
- Policy of refund
- Freeships and scholarships
- Code of Conduct
- Examinations
- Library
- Counselling service
- Extra-curricular activities
- Placement cell, Grievance Redressal Cell, Women's Development cell, Sexual Harassment Prohibition Committee (SHPC) for women at workplace
- International linkages
- Ragging prohibition

The college ensures commitment and accountability through the Student Council body and the faculty. There is a dedicated clerk for administration of freeships and scholarships for the students belonging to the reserved category.

5.1.2 Specify the type, number and amount of institutional scholarships / freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?

We offer a variety of scholarships to our students, both governmental and non-governmental, some of which are need based and some are merit based.

The detailed break-up is as under:

Government	2010 - 11 No. of students / Total amount	2011 - 12 No. of students / total amount	2012 - 13 No. of students / total amount	2013 - 14 No. of students / total amount
SC	4 / Rs. 30570	10 / Rs. 49758	11 / Rs. 76331	17 / Rs. 132117
OBC	11 / Rs. 46950	5 / Rs. 49956	11 / Rs. 65982	6 / Rs. 25606

VJNT			1 / Rs. 3356	1 / Rs. 3161
SBC			1 / Rs 16501	2 / Rs. 25776

Non - Government	2010 - 11 No. of students / Total amount	2011 - 12 No. of students / total amount	2012 - 13 No. of students / total amount	2013 - 14 No. of students / total amount
KPMG (need based)	-	28 / Rs. 352697	26 / Rs. 400000	17 / Rs. 308985
Sumitomo (Merit)	30 / Rs. 404100	30 / Rs. 451966	30 / Rs. 474981	30 / Rs. 558607
J.T.Lalvani	5 / Rs. 6000	5 / Rs. 6000	5 / Rs. 6000	5 / Rs. 6000
Sind Edu. Assoc.	150 / Rs. 240000	147 / Rs. 254000	152 / Rs. 244000	148 / Rs. 265500

Priyadarshani Academy awards scholarship to students who have contributed to the all round growth of the college. This has been in place since several years. The amount was raised last year from Rs. 30,000/- to 40,000/- . The same is awarded to selected students at an award ceremony organized by the academy.

New additions to the Sind Educationists' Corpus

- Menda Scholarship was instituted in 2013 - 14 by an alumnus. A corpus of Rs. 10,00,000/- has been received, the interest of which is given to academically deserving second and third year students.
- Chetan Ram Mariwalla scholarship has instituted a corpus of Rs. 75,000/- in 2014 - 15. The interest accrued on the same is awarded to students of the History Department.

5.1.3 What percentage of students receives financial assistance from state government, central government and other national agencies?

The number of recipients of governmental scholarships has varied between 20 and 45. The percentage of students receiving financial assistance has thus been between 0.7% and 1.5%.

Year	Number of Scholarships	No. of students	% against total
2010 - 11	20	2814	0.71
2011 - 12	36	2888	1.24
2012 - 13	38	2875	1.32
2013 - 14	45	2891	1.55

5.1.4 What are the specific support services/facilities available for:

- **Students from SC/ST, OBC and economically weaker sections -**
An assessment is made to determine those in need of English speaking skills, social skills and computer skills. Based on this, workshops were organized to provide them with the relevant knowledge and training in order to enhance their skills in the aforementioned areas.

- **Students with physical disabilities:** The new building of Jai Hind College is disabled-friendly. There is a ramp and a washroom on the ground floor for them. Examinations and lectures are held in classrooms which are directly accessible by the elevators.
- **Overseas students:** Overseas students, though few are given proper guidance and taken good care of. Also all the paperwork involved in liaising with the university regarding eligibility etc. is done for them by our college administrative staff.
- **Students to participate in various competitions/National and International:** The faculty and coaches provide help, training, guidance and information through the departments and college committees like the Gymkhana and SDU. Students are also assisted by the faculty to cover the portion they may have missed while representing the college.
- **Medical assistance to students: health centre, health insurance etc.:** The College has taken a group insurance scheme for student safety with oriental insurance company for accident cover. Each student is covered for Rs. 50,000. Dr Urvashi Shivdasani (on - campus) & Dr Patankar, (A to Z diagnostic Centre at Marine Lines) are on call for our staff and students. We have a basic health centre in the college premises. Also, within a 2.5km (10 min. drive) radius we have 2 major hospitals - Bombay Hospital and Saifee Hospital which we have used in crisis situations.
- **Organizing coaching classes for competitive exams:** The College does not organize coaching classes but makes resources available, in terms of books and periodicals required, for the different competitive exams which are available in the library. Also the faculty informally guides the students as and when they ask for help.
- **Skill development (spoken English, computer literacy, etc.):** Students receive help through tutorials. Additionally they are encouraged to give presentations which enhance their confidence along with their communication and computer skills. The Literary and Debating Society further promotes these skills through elocution competitions and debates. The Placement Cell of the college conducts a workshop on group discussions, mock interviews, CV writing to hone their skills for campus placements.
- **Support for “slow learners”:** Mentoring is done by the faculty, counsellor and peers. Workshops are also organised for students with learning disabilities. The college strictly follows the university examination - related norms regarding extra time, leniency in assessment and gracing rules pertaining to students with this disability.
- **Exposures of students to other institution of higher learning / corporate / business house etc.:** Students are encouraged to visit institutions like TIFR, IIT, TISS, Stock Exchange, Indian Merchants Chamber, SEBI, Museums in Mumbai and Pune, The High Court, Mental

health organizations, American Centre, Vipassana Centre, Yoga Institute, and various industries like Godrej where they are accompanied by faculty members. International summer school King's College London offers a range of popular short courses at Jai Hind College. Kings provided an opportunity to experience a UK teaching style and to acquired globally relevant skills (International Political Economy, International Relations, Marketing Management, and Art of Leadership.) This led to five of our students being selected for a scholarship to attend a summer school in London.

- **Publication of student magazines:** Student magazines are published annually by the Departments of English, Economics, History, Psychology, Commerce and B.M.M, in addition to the college magazine **Saraswati**. (Refer Table 6)

5.1.5. Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

The College has an entrepreneurship cell which conducts, two elementary and one advanced entrepreneurship certificate course every year. This has resulted in many student entrepreneurs on the campus.

As of today, we have 23 entrepreneurs on the campus (9 Commerce, 7 BMS, 2 BAF, 4 Arts, 1 BFM). Our students have also participated in the entrepreneurial activities organised by IITB and TATA First Dot, an event where the students put forward their business ideas.

2010 - 11	2011 - 12	2012 - 13	2013 - 14
B-Plan Competition, workshop on converting a business idea to a business plan	Workshop on Business Models, Communication and presentation development, and training session on co-ordination skills.	Workshops on writing business plans and developing entrepreneurial insights,	E-fest, Panel discussion on problems faced by entrepreneurs, Court-room battle and a comparative case study.
Venture capitalism workshop	Rs.100 exercise	Entrepreneurial Finance	Rs. 100 exercise, E-leader training workshop
	Entrepreneurial Finance	B-Plan Competition	Panel discussion by successful entrepreneurs

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.

- **Additional academic support, flexibility in examinations:** Jai Hind College has a host of Societies and Associations, actively engaged in extra-curricular and co-curricular activities. The college encourages active student participation through regular announcements in the classrooms and

through recruitment desks set up by the respective societies along with display of events on the website. In the interest of a holistic education, students are helped to keep pace with the rest of the class as the faculty ensures they learn the portion missed while representing the college. Students are allowed to appear for the additional exam if they miss the regular exams when they represent the college. Teachers also provide alternative dates for submission of projects and assignments.

- **Special dietary requirements, sports uniform and materials:** For sports persons, sports uniform and equipment is provided. The physical instructor guides the students about essential intake of nutrients that will keep them fit and strong. The college provides sports kits (cricket, volleyball, basketball, football etc.) for practice sessions and matches. Needy students are provided with required equipment. College Gymkhana T-shirts are provided for all events.
- **Any other:** Through different cells and forums of the college, activities like debates, elocution competitions are organised. Participation in both inter and intra-collegiate cultural activities (Shoutt, Malhar, Kaleidoscope, Mood Indigo, etc.) are also encouraged and our students win laurels at most of them. Financial help is given for engaging experts for training and providing the required costumes and props. To acknowledge excellence in sports, the management has given financial support to a deserving student to participate in judo at the national level

5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR- NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central/State services, Defense, Civil Services, etc.

The institution does not have formal training for the above mentioned exams however the same is done in an informal manner by some teachers. Our educational counselor and faculty members help gather all literature specific to the competitive exams which are available in the library. Departments organize career fairs and guest lecturers to give career guidance. There is an external agency on the campus which trains students for the GRE and GMAT exams.

5.1.8 What type of counseling services are made available to the students (academic, personal, career, psycho-social etc.)

An in-house counselor is available for personal counseling. Individual, group and family counseling services are provided, specific to teenagers and young adults. Workshops and seminars are organized on: Self esteem, Peer pressure, Examination Stress, Relationship issues and abuse, Drug and alcohol abuse, Body image, Self love, Personality development, Assertiveness and Wellness.

5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

The institution has a structured mechanism for the placement of its students in the form of a Placement cell. The same is headed by a teacher with a team of ex-officios and student members who represent different faculties/classes. The cell helps to identify job opportunities and develop entrepreneurial skills amongst the students. We have a highly qualified in-house counselor who is accessible to all the students. Some of the services provided are: aptitude identification, career planning and information on higher education options in India and abroad, which guide the students. Mock sessions of SAT, GMAT, GRE, CAT, CET, IELTS, TOEFL are also organized. Seminars by visiting foreign university delegations and professionals further help the students.

Approximately 10% of our students get placed through our placement cell. This number is relatively low as most of our students pursue higher education.

Refer Annexure II - Campus Placements (available on site)

5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.

The college has a grievance redressal cell whose activities are managed by a coordinator, co-opted member and an administrative staff as stipulated by the University. The objective of the cell is to redress grievance of students, faculty and non-teaching staff. Attempts are made to resolve the matter in a fair and just manner. Till date only 4 cases have been registered and the same have been resolved.

Students are encouraged to approach the teachers, HODs, Vice-Principals and the Principal who are easily accessible to resolve any grievance in an informal manner. The formal body which discusses the grievance of the students is the Student Council that works towards the redressal of the same.

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

WDC and SHPC are very active in Jai Hind College It organizes workshops, talks, skits, debates and discussions on women's issues. Experts in this field guide the students about handling and reporting instances of harassment. For example in Jan 2013, we had police personnel informing our students about the different police authorities they can approach when such instances occur. Students are also aware that they can report the matter to the SHPC members or any other faculty members.

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

The ragging prohibition committee is constituted as per the guidelines laid down by the UGC. It includes members from different streams and faculties. It has student volunteers, having a good mix of boys and girls, from which student secretaries are selected.

Dr Sameer Dalwai, a renowned pediatrician, Mr Iqbal Sheikh, Sr. Inspector of police, Mr Ashish Rane, sr. photographer Mid-Day, Mrs Sumitha Salian CEO Muskaan, NGO for street children and Ms Mahek Punjabi, counselor, constitute the external committee. The Internal committee is headed by the Principal Dr A. Wadia (President) and Dr B K N Singh (Chairman) and faculty members serve as ex-officio members on it.

The committee ensures that there is no incident of ragging in or /and outside the college premises. Also emphasis was given to word-of-mouth publicity to create awareness among the students. Duties are allotted to professors and volunteers. Patrolling is done on each floor. The CCTV surveillance acts as a deterrent. The committee is very vigilant and the students' interests are protected. A case of ragging which happened just outside the premises was brought to the notice of the committee. Prompt action was taken and after a thorough hearing the matter was resolved. A positive atmosphere has been inculcated among the students and the college is free of ragging.

5.1.13 Enumerate the welfare schemes made available to students by the institution.

- The college provides group insurance (which also includes accident cover) for the students.
- Several scholarships both need-based and merit are regularly awarded.
- Hygienic and nutritious food is available at reasonable prices in the canteen and cafeteria. A committee comprising of staff members and students monitors the quality and price of the food provided.
- Two counsellors are available, one for personal counselling and the other for academic counselling.

5.1.14 Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional, academic and infrastructure development?

The College has an active Alumni Association which was founded by our Principal, Director, and Executive Secretary of the Managing Board late Prof. N.W. Shivdasani who himself was an alumnus associated with the institution for more than fifty years.

It includes, amongst others, prominent personalities like Dr R. A. Mashalkar, Ashwin Dani, Chanda Kochar, Ajay Piramal, Sanjay Verma, Dr Anjali Mukherjee, Atul Kasbekar, John Abraham, Malaika Arora Khan, Dr Shamsha Sonawala, Zubin Balaporia to name a few.

The alumni have given back to the alma mater in many ways. Many serve as guest lecturers who visit the institution and suggest ways in which our students can benefit.

The Computer laboratory on the first floor of the main building has been funded by an alumnus. Jai Hind College has a healthy and mutually beneficial relationship with its alumni.

Activities of the Alumni Association (AA):

- AA organizes Annual Alumni Re-union every year to enable its alumni to meet and network. At this function, some prominent alumni, who have made a mark for themselves in their chosen field, are felicitated. The function includes a cultural program followed by dinner.
- Smaller meets, such as Doctors' Meet, are also organized to help alumni in certain profession to get together and interact.
- Dr Soni Sargam spoke on personal hygiene and vaccination for cervical cancer under the aegis of the WDC of the college
- An alumnus of the college conducts a certificate program in Forensic Science for which a MoU has been signed.
- Some alumni have also been resource persons and have presented papers at seminars organised by the college. e.g. Lata Jagtiani presented a paper at History Seminar, organised on the Sindhi Community in December 2012.
- Some alumni are also invited to deliver the lectures in their chosen field of expertise (Dr Vijay Sharma delivered a talk on an upcoming field of “Stem Cells”.
- An alumnus of the college (Dr Abhijit Bopardikar) helps train students in hands on laboratory practices like blood banking, Immunohistochemistry, and basic stem cell techniques

Contributions of the Alumni Association (AA):

- A state of the art new building has been built by Mr Sandeep Raheja, an alumnus of the college in memory of his parents. This was inaugurated in June 2014.
- Alumni also provide donations for instituting scholarships in their names to be given to the deserving students in the particular subject / stream.
- The alumni also provide support to the college by sponsoring the Alumni functions, financially and otherwise.
- Some alumni help the college in its activities. e.g. Suraj Jagtiani is a badminton coach of the college.
- Some alumni are also invited to help in organising the events. e.g. Monsoon Marathon organised by Gymkhana; the annual event of Dotcom

Club organised by the Department of Computer Science and papers presented at the Annual seminar of the Department of History are judged by the alumni.

5.2 Student Progression

5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight

The trends observed over the last four years are:

Student progression	%
UG to PG	60-75 approx.
PG to M.Phil.	Information not available
PG to Ph.D.	Information not available
Employed	
• Campus selection	~ 70-80 (of those who opt for campus interview)
• Other than campus recruitment	~ 80-90 (of remaining who don't do PG)

5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district.

Table 12 Programme-wise Pass Percentage

Pass %	2010 - 11	2011 - 12	2012 - 13	2013 - 14
Arts	93.54%	94.94%	96.72	99.3%
Science	90.17	92.77	83.46	79.25
Commerce	98.2	98.99	98.35	97.7

The table above indicates the progression of our students over the past four years. As compared to other city colleges, (K.C. & Sydenham) in commerce, our students fare better. In the Arts faculty compared to the nearby colleges like KC, Bhavan's & Wilson our students achieve better results and many are also University toppers. In the Science stream, in spite of admitting students from other colleges with a lower percentage our students rank at the university level. In the unaided programs of BMS, BMM, BBI, BAF and BFM all of which are in great demand not only do we get almost 100% results but most of them get O grade and many are even University toppers.

5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?

About 50-60% of the students go for higher education. The students are helped to select the right careers and courses by the faculty and career counselor. The placement cell also provides opportunities for employment. The faculty provides recommendation letters to students who pursue higher education or

seek jobs. Faculty members upload on-line references to foreign universities. Each department invites their accomplished alumni to talk to and share their expertise and success stories. This helps in informing and inspiring our students.

An external professional agency on campus trains students for the GRE and GMAT exams.

5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

The faculty within each department is highly involved and vigilant. They regularly monitor performance and when a student's performance is not up to the mark, the student is provided with extra guidance. In some departments the academically bright students assist the faculty to train students who are under performers. A Mentor Cell of the college also conducts workshops and provides focused attention to such students. PTA meetings are conducted by most departments to inform the parents about their wards progress so that they maintain the standard and refrain from dropping out of the education system.

5.3 Student Participation and Activities

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

The sports activities include Badminton, Table tennis, Football, Carrom, Boxing, Chess, Athletics, Cricket, Swimming, Gymnastics, Squash, Shooting Wrestling, Cycling Judo and Long Jump. A program calendar as displayed below is planned annually

Cultural activities: Our in - house cultural program SHOUTT, and our inter - collegiate fests Entourage (BAF, BFM & BBI), Talaash (BMS) and Detour (BMM) provide a platform for singing, dancing, drama as well as honing leadership and life skills

Extracurricular activities: The Literary and Debating Society organises debates, and elocution competitions. Our students represent the college at several intercollegiate events.

Table 13 Sports Calendar

Events	2010 - 11	2011 - 12	2012 - 13	2013 - 14
Treasure Hunt "Pirates of JHC".	14 th Aug, 10	7 th July, 11	4 th Aug, 12	
Inter-collegiate Monsoon Marathon	6 th Sep, 10 "Save Forest Save Tigers"	18 th Sept, 11 "Education for All"	25 Aug, 12 "Support to the physically challenged"	"Save Energy Save Earth"

Sport-o-Mania	26 th Nov. to 3 rd Dec 10	November 11	November 12	
Annual Sports Day	30 th Nov. 10 (Heats) 3 rd Dec, 10 (Finals)	21st Nov, 11	-	11 th Dec, 14
“Tarsvin” Inter-collegiate Level	-	-	January 12	

Annexure X - Sports participation (available on site)

5.3.2 Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University/State/Zonal/National/International, etc. for the previous four years.

The college participates in the International Economics Convention hosted by the HSNC Board every year and won the overall trophy in 2012 - 13.

X'plore, the annual science exhibition helps promote a scientific temper and encourages a research culture at the undergraduate level. *Genaces*, the intercollegiate fest of the Department of Biotechnology, includes quizzes, treasure-hunt, debates, all based on applications in Biosciences.

The newly introduced (since 2013 - 14) Jai Hind Advertising Fest (JAF) promotes skills in marketing, designing and advertising products.

Altius the annual Economics Festival of The Christ College, Bangalore, held on 25th and 26th August, 2014 was a highly competitive and challenging one. The participating teams came from the top colleges across the country, including Loyola College (Chennai), Lady Shreeram College (Delhi) and many other colleges of similar caliber. Jai Hind contingent won the Overall Best College trophy.

Jai Vipra a student of SYBA was invited to Budapest forum for a competition of Global Debate and Public Policy Challenge, where she engaged in expert discussions on Capacity Building workshops as well as participated in Public Speaking and debates at this forum. She earned this opportunity by submitting two excellent policy papers to Global Debate and Public Policy Challenge.

Our students excel not only in co-curricular events but also in sports and cultural events at various levels.

Annexure XI - Sports & Cultural Achievements (available on site)

5.3.3 How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

Feed-back has till date been collected in an informal manner. The college conducts an Exit Poll to obtain feedback on various parameters to improve the

performance and quality of the institution and develop support services like library, canteen, laboratories and infrastructure.

To facilitate the process further a BOS has been instituted for the unaided programs during the current academic year. These boards have students (both present and past) as well as representation from the related industry that point out the lacunae and provide the necessary inputs to help improve performance and the quality of the institution. This is a preliminary step as the college looks towards autonomy and hopes to institutionalize the same.

All recommendations and norms of the UGC and the Directorate of Higher Education are adhered to.

5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.

The students are encouraged to write articles for the college magazine and departmental publications. The college has an annual magazine Saraswati which contains among other things information about the activities of various societies and the achievements of students and faculty. Some departments publish their own magazine annually. The department of Psychology has a refereed Journal which contains students' research articles.

Department	Name of the Publication
History	Umlocha
B.M.M	Eclectic Express
Psychology	Espectro Psychologico (JOP)
Economics	The Contrarian
English	Hwathegu

5.3.5 Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

The college has a very active student's council set up according to the University guidelines. The student members elect from among themselves, a general secretary for a period of one year. This secretary represents the college at the University.

Activities: The student council is actively involved in all the co-curricular and extra-curricular activities of the college. They take up social issues (anti-smoking drive) and help create awareness about the same.. The members meet the Principal every month where they provide feed - back on college matters. The same is reviewed and appropriate action is taken.

Funding: There is no external funding for the council and the college provides them with the same on need basis. The council meets at least once in every three months.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them.

Students are part of every academic body as student secretaries. They are also part of IQAC as laid down by NAAC guidelines. Unaided courses have two student representatives on their BOS.

Every department has an association, society or a forum which conducts various co-curricular and extra-curricular activities. The faculty are ex-officio members and provides the necessary guidance. Students are actively involved in the planning and execution of its activities which go beyond the syllabus and classroom.

Student volunteers also assist the college in the admission work and are part of the anti-ragging squad.

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution.

The institution networks with its alumni through the annual re-union. Ideas are exchanged and many new endeavours are undertaken keeping in with global competencies. Some senior faculty members are given positions of prominence after they have superannuated. A senior faculty member is now on the managing board as an academic advisor and another facilitates the ongoing un-aided programs of the commerce faculty.

The alumni are also invited by various societies and departments of the college as Chief Guests/key-note speakers for their functions. Apart from these, given that we are a Sindhi Institution, the Sindhi Circle - an Association of Sindhi faculty, students and alumni, network during its programmes.

Any other relevant information regarding Student Support and Progression which the college would like to include

- Students are counselled at the time of admission about the choice of core options. In the Arts stream, flexibility is given to the students by allowing them to attend lectures of the various optional subjects for a few days and is then permitted to make their choices.
- There is a very active placement cell and students avail of its services.
- The College has a much higher pass percentage than the university pass percentage and there are many students on the university merit list in various subjects.
- Students are given plenty of opportunities to showcase their talent whether it is in performing or fine arts and for participating in sports activities through the various societies / cells / fora.
- Most departments take their students on industrial visits. Not all students can afford to pay for the same, but no student is deprived of this and the department supports them.

Governance



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Management

Committee Members

Ms P Sequeira (Head)
Dr S Deshmukh (Deputy Head)
Dr R Sharma
Dr P Khandeparkar
Ms K Pandya
Mr S. Ghag
Ms K Srilatha
Ms S Jena

VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 State the Vision and Mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future etc?

VISION: To provide world class education.

MISSION: "To be the institution of choice for students and employers alike, known for producing good citizens and leaders by providing a well-rounded education of international standards".

As a college founded by Sindhi refugees from Karachi after Partition, Jai Hind is committed to taking the national goal of equitable access to quality education to all, irrespective of class, caste, creed and gender, further.

We have high aspirations for our graduates, and in the pursuit of our academic mission constantly endeavour to provide them employment-related skills, life skills, and nurture attitudes and dispositions through curricular and co-curricular activities. In keeping with our vision of providing world class education, a highly qualified faculty strives to promote global competencies and research culture in the students. The three essential dimensions of a Jai Hind graduate are

- Personal growth: Knowledgeable in their chosen subject, effective communicators, ability to apply discipline specific knowledge in solving problems etc.
- Enquiry and Life-Long learning: open to new ideas & increasing their knowledge and expertise
- Global outlook and Community Engagement: ability to work in any context, cutting across cultural or regional boundaries, ethically evaluates ones work in a global context, to be aware of sustainability issues.

We are a Sindhi minority institution but in all academic matters, follow the rules and broad guidelines of the affiliating University of Mumbai and the Government of Maharashtra. We believe in the principles of equity, justice and diversity. It is our belief that higher education makes a significant economic, intellectual and cultural contribution to the nation and the world in general. In the pursuit of our academic mission and in our unwavering commitment to excellence, we strive to create a high quality, inspirational teaching - learning environment which is free of discrimination and harassment, and which embraces an inclusive and liberal academic culture. Through the co-curricular and cultural programmes we try to encourage and revive Indian traditions and culture.

6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

The management plays a pro-active role in designing and implementing various quality plans. They have identified various portfolios for which committees have been formed - academics, HR and talent management, industry collaboration to name a few. A board member is a part of each committee.

In keeping with the Vision and Mission statement the 'Quality Policy' of our Institution was designed. Through periodic meetings and face-to-face interaction the management and administration ensure that there is adequate communication and feedback on the quality policy and plans, and its implementation. They are discussed at meetings held by the Managing Board, the Academics Committee, IQAC, HODs, and departments. These meetings enable the employees and administration to establish an effective means of communication and its implementation.

6.1.3 What is the involvement of the leadership in ensuring:

- **The policy statements and action plans for fulfilment of the stated mission:** The Managing Board and the Principal have monthly meetings where plans are made in compliance with the stated Vision and Mission is discussed. The college has constituted several committees where the HODs, faculty, non-teaching staff and students play an important role in the planning and implementation of activities in different spheres of Institutional functioning. An academic audit of all departments and societies is conducted every year through powerpoint presentations of academic, co-curricular and extra-curricular activities. The Principal is present for these audits and gets the feedback as to whether the plans were implemented.
- **Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan:** The members of management and the Principal meet at least once a month (Board Meeting) to discuss various issues pertaining to the smooth functioning of the college. The IQAC and Academics Committee meet the Principal regularly to work on new policies which facilitates day to day functioning. Various proposals are discussed and then communicated to the concerned members of the staff for necessary action through circulars and notices. Meetings are held regularly with Heads of department and pertinent issues are discussed and action decided is communicated to the staff members of relevant departments.
- **Interaction with stakeholders:** The College has open channels of communication with students, teachers, administration staff, non-teaching staff, alumni, future employers/industry, parents and suppliers. Orientations at the commencement of the academic year and through continuous modes of interaction with the Student Council, Staff, Alumni,

Parents, etc the leadership keeps itself abreast of the opinions of its stakeholders. Valid suggestions and recommendations of all stake-holders are taken on board in the collective effort to improve our performance.

- **Proper support for policy and planning through need analysis, research inputs and consultation with stakeholders:** An analysis of the regional, national and global demands is made through interactions with the experts and the stakeholders through formal or informal meetings. The interaction with stakeholders invariably leads to innovative plans for change and growth, and these are implemented by the college.
- **Reinforcing the culture of Excellence:** Jai Hind pursues high standards of performance in all respects. The IQAC meets regularly to monitor quality in all spheres. To monitor the quality of teaching the students' feedback and rating of individual teachers is collected through an online TAQ form. For assessment the college is using an innovative mechanism of online assessments conducted by an external agency.

Financial assistance is given to teachers pursuing their PhDs. Departmental/college/society presentations are made annually to enable all to learn from the strengths and challenges of the departments. TAF of our college publishes a refereed academic journal "*Different Strokes*" which has an ISSN number and its fourth volume is due. It also attracts contributions from scholars of other colleges.

To improve the calibre of students and to encourage them, several scholarships have been offered to students by the Management for both academic and extra-curricular activities. A *Scholars' List* identifies the toppers in different classes and the top three are felicitated on Achievers' Nite. This motivates students to excel further.

The management of the college tries to improve the facilities and resources in the way of improved infrastructure in classrooms, laboratories and library.

- **Champion organisational change:** Jai Hind looks ahead and endeavours to bring about positive change in the organisation through enhanced interaction, consulting management experts and hiring new talent. The introduction of a Human Resource Department and a Chief Administration Officer (CAO) has helped in implementation of organisational development initiatives and structural development that support innovation, delivery of high quality services and productivity.

The introduction of new courses like BAF, BFM, MCom and BSc (IT) and new divisions to the very popular courses BMS and BMM shows the involvement of the leadership in meeting the demands and challenges of changing times. Accenture, one of the largest consulting firms in the world, helped build a road map to transform the college and establish it as a pre-eminent, multi-faculty, undergraduate educational institution in Mumbai. We are now in the second phase of implementation of the road

map prepared by Accenture where strategic initiatives have been taken to higher level. Several committees, comprising of faculty members and chaired by a Board member facilitate its implementation.

A further step in this direction was taken when a *College BOS* was set up in the unaided courses to serve as a model for the institute, when we seek autonomy.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time.

The college monitors and evaluates its policies and plans by several means. The IQAC plays a prominent role. Regular meetings of the IQAC are held and suggestions are given for quality improvement. Senior faculty members/HODs of the college are included in the IQAC and are responsible for a particular criterion. Implementation of the policies and plans is easily monitored by the criteria heads and their sub-committees. Criteria presentations under the seven criteria are held periodically to assess the progress made by the institution. The areas that need improvement are noted and discussed either at board meetings, Academics Committee meetings, Principals meeting with HODs, IQAC meetings, departmental meetings, staff meetings or meetings with the CAO, HR department or Registrar.

An academic audit of all the departments is done annually. The departments and various societies make a presentation of all activities, academic, co-curricular and extracurricular, carried out during the year. Each presentation includes a SCOT analysis as well as projection of the needs and requirements of the departments. Important issues brought out during such deliberations are taken up by the Principal in the monthly Board meetings or other relevant meetings and necessary action taken.

Teachers maintain a 'Teacher diary' to record their teaching plans and other activities like research and administrative work. TAQ is filled by students and same is discussed with concerned teachers for positive and developmental changes. Student class representatives maintain record of lectures conducted by the concerned teachers. An exit poll by the third year students is a good feedback mechanism used for the improvement of the quality of the institution.

6.1.5 Give details of the academic leadership provided to the faculty by the top-management.

The top-management which is represented by the members of the Managing Board is very involved in the functioning of the college. Some of the thrust areas looked at are post graduate courses, industry collaboration and research, and certificate courses to add value to the curriculum. ICT facilities and

infrastructure have been upgraded. For internal assessment the institution has adopted an online assessment method till 2014.

To promote a research culture amongst the faculty a *Center of Research* is being set up. The Management has given a grant of Rs. one lakh since the year 2013-2014 and the same is being utilised by teachers pursuing their PhD, to facilitate their work. Teachers are encouraged to take up Major and Minor research projects, to participate in conferences, seminars and workshops and to publish papers and/or books. For teachers presenting papers at conferences the management encourages participation by refunding their registration fees. Departments are encouraged to take up consultancy projects in their fields of expertise.

6.1.6 How does the college groom leadership at various levels?

An organization's strength lies in successfully identifying, developing, and retaining talented leaders. College helps develop leadership skills through gradual training at the level of students, teaching and non-teaching staff.

As leaders, the class representatives and the student representative of various committees, academic, co-curricular and extracurricular serve as a liaison between their teachers/coordinators/conveners of various committees and the Principal. They are also welcome to contribute innovative ideas that would facilitate the smooth functioning of the college. These provide wide-ranging opportunities for boosting their leadership, organizational, financial, management and communication skills and also enhance their self-confidence. The E-Cell helps hone entrepreneurship skills amongst the students

The teaching faculty is involved in various activities of the college according to their talent and aptitude. Senior teachers are appointed as conveners/chairpersons of various committees/cells and are given full autonomy in decision making. They delegate duties to junior faculty/ students and supervise their performance. They also mentor the junior faculty members and in some committees the student representatives too. Together they organize various festivals/seminars/workshops/awareness activities/ cultural activities. In addition to the Vice-Principals and heads of departments who are involved in administrative work, several faculty members work on important committees and thus gain exposure to various aspects of institutional organization.

The non-teaching staff is encouraged to improve their educational qualifications which may enhance their future prospects. Some are given responsibilities as they are found to be capable irrespective of their qualification. Counseling sessions are conducted to enhance their efficiency and improve the morale of the staff.

6.1.7 How does the college delegate authority and provide operational autonomy to the departments/units of the institution and work towards decentralized governance system?

The college atmosphere allows an operational autonomy at all levels. Policy and plans are initiated at the meeting of the Principal with the HODs, at IQAC meeting and the decisions taken are shared with all. All departments have a democratic mode of functioning in planning and implementing their teaching plan, co-curricular and extra-curricular activities and the administration does not interfere in the day-to-day functioning of departments. Departments are provided budget for their recurring and non-recurring expenses and also for purchase of books and equipment. They have the liberty to organize seminars, conferences, events, and plan educational tours, adopt different teaching methods, work on various research projects, take up major/minor projects etc.

6.1.8 Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.

Yes, the College promotes a culture of participative management. All the faculty members are encouraged to contribute ideas towards identifying and setting organizational goals, problem solving and other decisions that will promote a good work culture. This approach empowers the staff which then leads to increased efficiency, improved communication, improved morale, motivation and job satisfaction. There are various levels at which this happens.

- The Managing Board along with the Principal takes major policy decisions involving finance, infrastructure, foreign tie-ups etc. The Principal plays a pivotal role in this strategy. The members of the Local Managing Committee discuss matters related to teaching and non-teaching staff and the college budget. The IQAC is responsible for the quality improvement strategies of the institution and its implementation.
- Various Committees are constituted of staff and student representatives to take responsibilities for the different activities of the college. The heads of departments/coordinators for the aided/unaided courses hold regular meetings with their staff and put across their points which are further discussed when they meet the Principal.
- The class representatives who are members of the Student Council are the voice of the student community. Suggestions made are put forward for consideration to the higher authorities. The Exit Poll conducted for the Third year students helps in generating feedback of the college.
- The administrative staff and non-teaching staff have a Registrar as their head who meet periodically to discuss issues related to their work. The CAO and the HR Department interact with all staff and have an important role in several matters concerned with proper management of the human resources of the institute.
- Parents are important stakeholders of the institution. Their suggestions are sought at the Parent - teacher meetings held by several departments. This is then conveyed to the Principal via the head of the department.

6.2 Strategy Development and Deployment

6.2.1. Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

The Institution does have a formally stated quality policy which was developed after the Mission and Vision Statement was framed. It was developed in consultation with the various stakeholders. Through this policy we strive to create a high quality, inspirational teaching - learning environment and have expectations from our graduates, and in the pursuit of our academic mission we constantly endeavour to provide them employment-related skills, life skills, and nurture attitudes and dispositions through curricular and co-curricular activities.

The Quality Policy is on the website and all the staff is made aware of our set of quality mechanisms. At IQAC and management meetings we review the feedback we receive and so in our endeavour to meet our standards we make necessary changes wherever possible.

6.2.2. Does the Institution have a perspective plan for development? If so give the aspects considered for inclusion in the plan.

The institution continuously looks at various modalities in improving its overall quality. After several brainstorming sessions so as to maintain this quality we have implemented some of the suggestions discussed at these sessions

These include:

- MCom and BSc (IT) courses were started as there was a great demand.
- Additional divisions were added to the BMS and BMM programs.
- In keeping with the Global changes and the Industry requirements several value added 'Certificate Courses' were initiated by several departments.
- To promote Sindhi language & culture, a dedicated room was given to the 'Sindhi Circle' where the members could meet to discuss various modalities to promote its activities
- A College BOS has been constituted in all the self-financing courses like the BMS, BMM, BAF, BBI and BFM.
- To encourage Research amongst teachers and students a 'Centre for Research' is being set up.

In addition our Perspective plan includes:

- Introduction of Post Graduate Diploma Courses in order to bridge the gap between college education and industry.
- Faculty members of several departments have identified their areas of expertise and are working towards taking up consultancy and research offers.
- Increasing the number of students enrolling for 'Basic Sciences'

- To establish new International linkages and enlarge and enhance the existing
- Collaborations with other colleges /universities for exchange of expertise and research
- Encouraging greater interaction with researchers and experts by increasing the number of seminars, conferences and workshops organised
- Introducing new green initiatives and to have an eco-friendly campus

6.2.3 Describe the internal organizational structure and decision making processes.

The organizational structure has the Principal at the helm. The three Vice Principals, of Arts, Science and Commerce and the Coordinators of the self financing courses share the administrative duties for the proper functioning of the institution. The Executive Secretary (till April 2014) and the CAO oversee the functioning of the administration.

The Academics Committee comprising of the Principal, the executive secretary (till April 2014), the Vice-Principals and a Board Member take major policy decisions. The help of the academic advisor is called upon by the management when needed. The Local Management Committee comprises 3 board members, the Principal, three teachers and one representative of the non-teaching staff. Matters related to the teaching and non-teaching staff and the college budget are discussed and decided by the LMC. At the next level there are heads of departments/ coordinators for the aided/unaided courses whomake decisions related to their departments in keeping with the decisions taken by the Institute. The HR Department looks after the unaided section and some functions of the aided section.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following:

The quality improvement strategies at Jai Hind include:

Teaching and Learning:

- Use of ICT facilities
- Inter-active boards
- Virtual classroom -‘Edusync’
- Innovative approaches to teaching-learning. (Court visits, holding moot courts, visits to the Legislative Bodies, museums, archives, libraries, case studies, role play, management games, peer feedback, experiential advertising etc.)
- Use of online tools, e-books and e-journals through INFLIBNET
- Introduction of Certificate Courses
- Mentor cell
- TAF seminars/workshops
- Regular review by means of TAQ and student feedback from Exit Poll

Research and Development:

To give greater emphasis to continued research, a research committee was constituted. It encourages and guides teachers to pursue their PhD and to apply for research projects. The meeting was chaired by the Principal and led to a substantial rise in the number of teachers applying for the same. The Management has given a grant of Rs. one lakh, which has been distributed amongst teachers pursuing their PhD to facilitate their work.

A special 'Centre for Research' is being set up to further enhance the quality and quantity of the research undertaken. Teachers are encouraged to participate in research meets, conferences and poster sessions at the local, national and international level.

Since 2013 Jai Hind College has participated in Avishkaar, a Mumbai University initiative to encourage research amongst undergraduate and post graduate students.

Teachers mentor students and guide them in research projects and in publishing papers.

X'plore a science exhibition held in the college encourages students to do research at undergraduate level and to put up small projects which also includes some experiments/working models which are not part of their regular course work. It is an annual feature and it inculcates scientific temper amongst the students. The main purpose is to regenerate an interest in the basic sciences

Community Engagement:-

At Jai Hind College the much required need of engaging the local society is practised well through activities organised by the NSS unit, CSR committee, RCJC, WDC, Extension Activity Cell, Gymkhana, the departments of Psychology, History and English and the departments of BMS, BMM, BAF, BFM and BBI. Some of the highlights are:

- 'Silent Saturdays' - for a month every year various issues like global warming, littering, smoking, women empowerment, ban on plastics, traffic rules, voting etc. were highlighted by practicing 'Gandhigiri' on the streets of Mumbai.
- "Clean up Drives" of various beaches - Chowpatty & Juhu and the area of Bora Bazar etc.
- CHEEKH a bold initiative taken up by the RCJC aims at sensitizing people about issues like 'Women Trafficking' and the plight of female prostitutes by use of documentaries and street plays performed at public places like Malls.
- In collaboration with many NGOs several groups work for the up-liftment of the under privileged children.
- Through educational projects such as 'Save Child' volunteers adopted a BMC school and taught English on a weekly basis. Child abuse awareness

was conducted in different schools along with “Child Line India Foundation”.

- Display and sale of articles from many NGOs e.g. Foot and Mouth Organization, Asmita & Kalbagh rehabilitation centre and for the Bachatgat women are encouraged.
- Annual blood donation camps and Thalessemia screening is conducted for the donors.
- Cancer, Aids and Malaria Awareness was created amongst the people especially in slum areas, Terry Fox Run organized by the Terry Fox Foundation for the support and aid of cancer patients sees participation from many of our students.
- The Happy Ganesh Project and the Nirmalya Collection Drive aimed at creating awareness on environmental pollution during festivals was conducted.
- An underprivileged girl cricketer was encouraged to complete her training by helping her get a sponsor and giving her a cash incentive.
- ‘Batti Bandh’ an event to spread awareness about the waste of electricity was carried out. Donations collected were used to buy solar lamps which were distributed in rural areas.

Human Resource Management:

To facilitate the process of administration a Human Resource management department has been constituted. They help to ease the administrative burden.

Self Appraisal/PBAS forms and the TAQ help in assessment of the faculty and helps in retaining new appointees and ad-hoc staff.

Teachers pursuing their PhD are sanctioned leave under the FIP and Sabbatical. Dr M Ghayal of the Department of Microbiology took FIP while Dr P Khandeparkar of the Department of English & Dr A Siddiqui of the Economics department availed of the sabbatical.

To enhance the professional development of the non teaching staff a 4 days course on ‘Maintenance of electronic laboratory instruments’ was conducted in collaboration with WRIC. Some teachers who were interested also joined the program. Sessions on “Etiquette and Work Culture” was given to non-teaching staff to improve their outlook and performance. The library conducts in-house training to library attendants. They also conduct a counseling session on employee motivation and conflict-resolution.

Compensatory off is given to non teaching staff. “Floor peons” have been assigned and their photographs are displayed on a floor which they are responsible for. They are to be approached in case of any problem that may occur and to attend to it as soon as possible. A complaint register too is maintained and the complaints are addressed as quickly as possible.

Teaching and non-teaching staff are felicitated and an ex-gratia payment is given by the management on their retirement. In December 2012 the management felicitated staff members who hold MPhil and/or PhD qualifications. This was very well received by all. The HR department also organizes a celebration on Teacher's day. Similarly for Diwali sweets/gifts are distributed to all teaching and non-teaching staff. This gesture of the management is appreciated.

Industry Interaction

Industrial visits are organized by both the aided and self financing courses which are an annual feature. Students opt for summer training/internships in renowned organizations. Seminars/workshops/guest lectures are held by all departments where experts from various industries are invited to speak. Several industries sponsor college events and festivals. The placement cell arranges on campus interviews by well known industries/organizations/institutions for the recruitment of graduate students. As many as 100 companies visit our institute for campus placements.

In the Department of Microbiology, an industry consultant in the field of 'Waste Water Management' had several projects to his credit. The most recent ones are - Sunshield Chemicals Limited, United Phosphorous Limited and Jayant Agro Organics Limited.

6.2.5. How does the Head of the Institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

The Principal communicates the information gathered through different sources to the top management through Board meetings, LMC meetings and meeting with the Academics Committee. Several methods are used to review the activities of the institution and analyze its performance. The information collected by the Principal is in structured and unstructured formats. The structured formats include TAQs, Self-appraisals/PBAS appraisals, Teachers diaries, Annual college magazine, student's attendance and assessment records, staff attendance registers and their leave records, academic audits and SCOT analysis, annual budgets and other accounts records etc. Unstructured formats include interactions or meetings with staff, HODs, chairpersons/conveners of committees, students or parents. The management, senior staff and committees use a wide array of data, information and reports to review organizational performance on a regular basis.

6.2.6. How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

College management promotes a culture of participative management and this approach empowers the staff, which leads to greater motivation and job

satisfaction. This then improves the effectiveness and efficiency of the institutional processes.

The constitution of the Academics Committee and the IQAC includes some Board members. They actively contribute to the deliberations and often help find suitable solutions. They also interact individually with the administrators to understand the needs and constraints of the institution and help to improve the efficiency of the institutional process.

Regular staff meetings are held i.e. at the beginning of the academic year and at the end of each term. In addition special meetings are held if the need arises. The staff involvement and support is solicited for the various decisions taken by the management.

IQAC helps the process of 'Enhancing Quality' in the institution by the various measures taken. Suggestions made at such meetings are brought to the notice of the management who then make a decision.

Regular Departmental meetings help in the effective functioning of the department which ultimately helps in the goals of the department being met.

A 'Grievance Cell' looks into any grievances the staff or students may have. A complaint register helps in taking care of day to day problems of the staff.

6.2.7. Enumerate the resolutions made by the Management Council in the last year and the status of implementations of such resolutions.

The following resolutions were made by the Managing Board in the last year and they are being implemented.

- The interest accrued from a lump sum of Rs 10 lakhs to be given as scholarships (Menda Scholarship) to deserving students on a yearly basis.
- A 50% fee waiver for the children of non-teaching staff.
- Seed money of Rs 50,000/- was provided by the Management to hold a Science Exhibition X'plore to promote pure sciences. The expenditure to be borne by the management to put up experiments and models by students.
- To reimburse staff for attending seminars and workshops
- Seed money for seminars and workshops as per the requirement
- Laboratory maintenance for gas pipes, drainage and lockers.
- Rs 10 lakhs was allocated to introduce piped gas in the Institution
- To purchase laboratory instruments and expensive chemicals as per the new syllabus over and above the normal budget.
- Costs towards the fees and other expenditure for the International Economics convention
- The cost to carry out the TAQ for Degree and Junior College teachers by students
- To publish a Research Journal once every 2 years

- To purchase a High Speed copier, printer for all examination work. But it was found that hiring one is more feasible.
- Online tests for TY students (till 2014)
- SMS and Email provision to communicate with the stakeholders

6.2.8. Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If ‘yes’ what are the efforts made by the institution in obtaining autonomy?

The University of Mumbai does make a provision for according the status of autonomy to an affiliated Institution. Jai Hind College is exploring the idea and is open to it. The Principal attends several meetings which give an insight as to what the status of autonomy would mean to the Institution.

6.2.9. How does the Institution ensure that grievances/complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

The college has a ‘Grievance Cell’ which has a coordinator, a co-opted member and an administrative member. It addresses grievances of teaching, non-teaching staff and students. Depending on the nature of the grievance the concerned person/people are contacted, the problems discussed and a decision is taken so as to resolve the problem most amicably. This can be resolved by the Head of the department, respective Vice-Principals/Coordinators, Principal or by the Board Members. The CAO and the Registrar too help resolve complaints/grievances. Minor grievances that arose were promptly attended to and resolved effectively.

A complaint register too is available to register complaints regarding infrastructure.

6.2.10. During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

2011-12

- Jai Hind College filed a case against the University of Mumbai because they had refused the legitimate appointment of the In-charge Principal for the interim period required to appoint a regular Principal by following the standard procedure of advertisement in spite of the fact that the candidate proposed Dr Ashok Wadia was qualified for the post. The court directed the University to issue the appointment of Dr Ashok Wadia as in - charge Principal within a period of 15 days.

2012-2013

- A writ petition was filed by Jai Hind College against the C.I.Cs decision. The subject being - RTI information which was sought was personal and did not involve public interest.

- A teacher filed a case against the Mumbai University and Government and as the teacher is a part of the institution we become a party to this case.

2014-2015

- A case was filed against the government by some retiring staff members regarding their Pension.

The decisions for the last three cases have yet to be made by the courts.

6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If ‘yes’ what was the outcome and response of the institution to such an effort?

An exit poll from the third year students is taken at the end of the academic year. Questions related to the course, academic quality and cooperation of the teaching faculty, fairness of grading, facilities available at the institution, growth of the student academically and in personality development and future plans besides others are included in the exit poll. A summary of the feedback is made by the individual departments and brought to the notice of the Vice-Principals/Coordinators who then convey this to the Principal for action to be taken. The Student Council does give a feedback where suggestions made by the students are taken up by the Principal.

A feedback form is used in some departments at the Parent Teacher Meetings which helps get feedback about the department and institution and the general awareness of the parent regarding his wards course etc.

6.3 Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?

For professional development teachers are also encouraged to attend orientation/refresher courses, seminars, and workshops: publish their research findings; organize National and International seminars and workshops; submit research proposals to funding agencies and to develop collaboration with research institutes/universities. Financial assistance is provided to teachers pursuing PhD and to those presenting papers at conferences.

Teachers are encouraged to avail of FIP to complete their research and sabbatical is provided for post doctoral studies. Many teachers are encouraged to participate as resource persons in conferences and workshops organized by other institutes of repute. College grants duty leave/ special leave for the same.

For PhD guides in subjects where there are no recognized laboratories, the management permits them to register students in other institutes which enhance professional growth.

A workshop on ‘Maintenance of Electronic laboratory equipment’ was conducted in collaboration with WRIC for the non-teaching staff.

6.3.2. What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

In addition to the regular duty of teaching-learning all teachers are encouraged to join various cells/societies/committees so as to hone their organisational and leadership skills. Talent is identified and teachers with potential are made Chairpersons of committees. A good mix of senior and junior faculty helps sharing of ideas, motivating the newer faculty members to eventually carry the baton forward. All of them are also incorporated into the criteria committees so that they too learn the various quality measures practiced by the institution and are totally in sync with their peers.

Thus all necessary steps are taken to ensure faculty empowerment through training and motivating the employees for the roles and responsibilities they perform. Their performance is reflected in their service records and PBAS forms and recommendations are made for their placement to higher grade. The teaching-learning process is technology driven today and the management has tried to encourage this process by providing computers, laptops, projectors and smart board in classrooms. This motivates the faculty to use these facilities and makes the teaching-learning process very effective and stimulating.

Even the non-teaching staff is given responsibility in keeping with their skills and is encouraged to improve their education so that they can progress to a higher cadre. Acts of appreciation on part of the Management and the various welfare measures motivate the staff to perform their roles and responsibilities very well.

6.3.3. Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

Every year ‘Performance Based Appraisal System’ (PBAS) forms are filled by the teaching staff after which the HOD makes his/her remarks which is finally evaluated by the Principal. This is also used for promotion of teachers into various stages under UGC Career Advancement Scheme (CAS).

Prior to the Performance based appraisal system, self-appraisal forms were filled in by the teachers.

A TAQ is duly filled by the students to evaluate their teachers. The same is outsourced to an outside agency to maintain objectivity and confidentiality. The score gives the teacher an indication of their performance under each parameter as well as the overall score. This works as a self improvement tool.

6.3.4. What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

PBAS forms duly filled in by the faculty are reviewed. If the API score achieved by a teacher is not as per the norms laid down, the faculty member is counseled to ensure an improvement. This is of prime importance as the promotions of a teacher to the next stage are based on fulfilling all the criteria laid down by the UGC. If there is a need to complete an orientation course/refresher course or short term course the teachers are encouraged to finish them as early as possible. Teachers who were totally qualified as per the norms are given their due promotions where in a screening-cum-evaluation committee review each case and then recommendations forwarded to the Joint Directors office and the University.

6.3.5 What are the welfare schemes available for teaching and non teaching staff? What % of staff have availed the benefit of such schemes in the last 4 years?

- Employment for family members of class IV employees who have expired in service
- 50% Tuition Fee waiver for children of staff (10%)
- Tie up with private bank for various loans to Non-Teaching Staff (about 50%)
- Laundry Allowance and uniforms to Class IV employees (100%)
- Arranged Free Medical Camp under the CSR activities (100%)
- Provident fund deducted of staff of Unaided Section (100%)
- Gratuity Scheme for staff of Unaided Section (100%)
- Financial help for class IV employees for medical treatment (through support of faculty members)
- The Management has a system of payment of advance salaries to Teaching and Non-Teaching staff (50% of salary) by the 10th of every month if the Government salaries are delayed. This is very well appreciated by all staff.

6.3.6 What are the measures taken by the institution for attracting and retaining eminent faculty?

The management appointees are assessed on their qualifications, contribution and length of service on which the remuneration is determined. Superannuated teachers are given extension based on their exemplary contribution to the college development. The flexibility in the appointment of faculty for the self-financing programmes, facilitates appointing and retaining eminent faculty/experts/professionals. Lecture timings for visiting faculty are adjusted to suit their convenience.

Jai Hind College is known to be a reputed multi-faculty premier institution in South Mumbai. The caliber of the students of the college, the liberal and

vibrant environment, the cosmopolitan culture and the reputation of college helps in attracting and retaining eminent faculty.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of financial resources?

Separate books of accounts are maintained for fees, and grants received from funding agencies. Separate and consolidated balance sheets are prepared. Internal, statutory external audit and audit by the granting authority are done. For State Government grants, month wise salary bills statements are maintained. For UGC grants approval letters are maintained and for donation/sponsorship, letters received from donors /sponsors are maintained. Stock registers showing the purchases done on furniture, equipment; books, etc. are maintained by office/departments/library respectively. Office obtains Utilization Certificates for expenses done towards UGC Grants. Proper procedure for purchases is adopted. Quotations are called for and prices are compared. Money collected for certificate programs/associations/cells/societies are monitored.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

- College Audits are carried out by internal and statutory auditors.
- Internal auditing is done by M/s Hemant Sharma Associates on a half yearly basis. Method of accounting is on cash basis.
- The last audit done was of 2013-2014. Action has been taken on issues raised in the internal audit.

Details of audit report and compliance is available on-site.

Refer Annexure XII - Audit Certificates (2011 - 14) (Page No. 391)

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

The major sources of receipts are:-

- Fees from Students.
- State Government grants.
- UGC Grants.
- Donation/Sponsorship.
- Rental income generated from Hall, Audio Visual Centre, Classroom hiring for educational activities.

Deficit is supported by the Trust from the surplus income generated by donation and hiring of the premises. Recently College has conducted Assessment for Degree grants with effect from 2001-02 to 2012-13 and pursuing the Higher Education Department for release of Non-Salary Grants. College has also conducted an Audit of Degree Accounts with effective from 2000 to 2005. Reports are awaited from the Joint Directors office.

Annexure XII - Audit Certificates (2011 - 14) (Page No. 391)

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

Various funds are raised by the management from alumni, industrialists, philanthropists and the well wishers. Income is also generated by renting out the college auditorium and the Audio Visual Room on holidays and during vacations for educational activities. Classrooms too are used for conducting exams e.g. Bank exams.

The funds have been utilized for constructing a new 'State-of-the-art' college building within the college premises. This has been possible due to generous donations received from Philanthropists. Attempts are always being made towards improving the infrastructure, facilities, laboratories and library. The college has installed solar panels in the Annexe Building as a green initiative. The College has tied up with a social organization for working on 'Waste Management.'

College has received a grant of Rs 50,00,000/- additional assistance from UGC. An additional sum of two lakhs received was utilised for Gymkhana equipments. The college has received a grant of Rs. 70,00,000/- from DST under FIST.

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

6.5.1. a. Has the institution established an Internal Quality Assurance Cell (IQAC)? If 'yes' what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance process?

The Institute has established an Internal Quality Assurance Cell in 2005. It is constituted as per NAAC recommendations and IQAC meetings are held regularly during the academic year. The primary aim of the IQAC is to develop a system for conscious, consistent and catalytic action towards quality sustenance and quality enhancement. Through the IQAC we ensure the following:

- A high degree of transparency in the functioning of the college

- Coordination among the various activities through diverse measures to enhance healthy practices.
- A strong basis for decision-making
- A dynamic system that provides for quality changes. Senior faculty and HODs are a part of the IQAC and are heads of NAAC criteria. Every faculty member is a part of a Criteria Committee, so that the quality measures discussed disseminate across the institution and the decisions are implemented.
- An organised methodology for accountability through documentation

6.5.1. b. How many decisions of the IQAC have been approved by the management/authorities for implementation and how many of them were actually implemented?

The following decisions were approved and implemented by the IQAC

i) Academic:

- Introduction of new courses i.e. MCom and BSc IT. They commenced from 2013-2014
- Several Short term value added 'Certificate courses' were started by several departments
- The mentoring cell for the marginalized section was put in place and three faculty members have been nominated to monitor and record its progress.
- A 'Trutech' service to facilitate conduct of internal assessment and to administer and analyse an annual TAQ of the faculty. This is an online service.
- The research committee members had put in their proposal for DST/FIST and received 70 lakhs.
- Felicitation of teachers who had completed their MPhil and PhD.
- Jai Hind may look to conduct an external audit done either through ISO/IMC. The college has applied for academic audit to be conducted by the University of Mumbai.
- Peer Review initiated

ii) Use of ICT:

- Establishing four new computer laboratories in the new building
- Provision of lap-tops to every department
- Provision of LCD projectors in several classrooms, Interactive Projectors in some classrooms and an interactive class with latest IT facilities.
- Online admission, sms alerts and e-mail facility and online tests
- Installation of the Wi-Fi system at various locations
- Fully automated library

iii) Infrastructure

- Space in the new building for the various cells that are a part of the institution. A special room for the IQAC for their smooth functioning.

- A *Centre for Research* to be made available for research which is in the process of being set up.
- The college has installed solar panels in New Building. As a part of the green initiative vermi-composting was started to recycle biodegradable waste.
- CCTVs and Public Address System
- A/C in many classrooms.

Decisions approved by IQAC, awaiting implementation

- A green audit to be carried out
- To conduct seminars on Green Chemistry and Quality Improvement Strategies

6.5.1 c. Does the IQAC have external members on its committee? If so mention any significant contribution made by them.

Yes the IQAC has external members as per the constitution recommended by NAAC. Mr Nanik Rupani, a well known industrialist, a member of the managing board, is a member of the IQAC. He has sponsored the new computer laboratory in the new building. He is also the benefactor of the 'Priyadarshini scholarship'. Dr Rupa Shah (Education - former VC SNTD University) and Ms Bhavana Doshi (Corporate - Ex KPMG and member IMC) are committee members.

6.5.1 d. How do students and alumni contribute to the effective functioning of the IQAC?

As required by the IQAC a student member Ms Yashika Shah and an Alumnus Mr Kunal Jeswani have been inducted to the IQAC. They are present at the IQAC meetings and contribute valuable inputs. The student member is a bridge between the Management and the student population. She is also a member of the student council and brings to the attention of the IQAC suggestions regarding improvement in teaching-learning process, examination system, day-to-day facilities like library services, canteen, etc. Mr Kunal Jeswani being an Alumnus from the corporate world plays a very important role in giving suggestions as to what is required in the corporate world today and how best Jai Hind could move towards it in the right direction.

6.5.1. e. How does the IQAC communicate and engage staff from different constituents of the institution?

The IQAC engages staff from different constituents of the institute.

The IQAC has the following members

- Chairperson - The Principal
- Board Member
- Convener and Co-convener of the IQAC.
- Vice Principals

- Seven Criteria Heads
- LMC representative
- IT expert
- Librarian
- Administrative office representative
- Two Local Community Representatives
- Student Representative
- Alumnus Student Representative

As the IQAC is represented by staff from different constituents of the institute the plans of the IQAC can very easily be executed in consultation with other members of other committees.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If ‘yes’ give details on its operationalisation

The Institution has developed mechanisms for quality assurance within the existing academic and administrative systems.

- An Internal Quality Assurance cell that continuously acts to improve the academic and administrative performance of the institution
- Appointment of three Vice-Principals for Arts, Science and Commerce. In addition to the HODs, the class teachers monitor and facilitate the smooth functioning of the academic process
- Formation of subject associations/committees/groups enrich the process of teaching learning
- The Principal also visits classes while in progress and makes his observations and suggestions to the concerned faculty.
- Teachers Assessment Questionnaire
- Exit questionnaire for outgoing students.
- The appointment of a CAO to assist the Principal in administrative work and to oversee the infrastructural requirements. The management has also started the HR department who help address various concerns of the staff and students.
- The Office Superintendent and Registrar monitor the smooth functioning and quality of the administrative office through periodic reviews to increase work output

6.5.3. Does the institution provide training to its staff for effective implementation of the quality assurance procedures? If ‘yes’, give details enumerating its impact.

Yes, two of our teachers Dr A. Wadia (Principal) and Dr Y. Dordi Avari (Convener - IQAC) have completed the required training and have qualified as Quality Examiners for the IMC-RBNQA Awards cycle and become senior examiners of assessing institutions/organizations. Their expertise has a direct impact on the Institution as both are in the most important positions in the

IQAC.

Besides, several senior faculty members attend seminars related to 'Quality Assurance' and they give a feedback as to how we can implement some quality assurance procedures which can contribute towards overall institutional excellence.

The Quality cell of the college collaborated with their counterparts in Wilson College and conducted a collaborative IQAC seminar "The extra Mile... in search of Excellence" based on "Quality" and the 3rd cycle of Re-accreditation.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes' how are the outcomes used to improve the institutional activities?

Academic Audit is conducted every year in the form of departmental presentations. The annual academic audit lays special emphasis on goals both individual and departmental as a concerted effort towards the exploration of new targets and their achievements. Each presentation includes a SCOT analysis as well as projection of the needs and requirements of the departments.

At the beginning of every academic year, each teacher submits a plan of work to the HOD and tries to adhere to the plan. A record book or Teacher's Dairy is maintained individually, where details of each lecture taken, topic and subtopics addressed, methods evaluation/feedback are recorded. This acts as an academic audit too.

Since the year 2012, NAAC Criteria presentations were introduced to ensure that the quality measures initiated were sustained. This would help us work towards re-accreditation. In addition the new NAAC AQAR/SSR guidelines were studied and a presentation was made by the criteria members. The lacuna was recognized after deliberations with the Principal and IQAC convener and measures are adopted to correct them. All these facilitated the process of report writing.

This year our college has applied for an external academic audit to be carried out by the University of Mumbai which is due to happen shortly.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies /regulatory authorities?

The internal quality assurance mechanisms of the College are aligned with the governing bodies like the University of Mumbai and UGC. The college has also aligned their quality assurance mechanisms to guidelines provided by the NAAC.

6.5.6. What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome.

All departments conduct departmental meetings on a regular basis to plan the action mechanism. Through formative and summative assessment the teaching plans are reviewed and changed where ever necessary. General quality measures (white boards, interactive projectors, connected classroom, on-line tests, starting of mentor cell) to enhance the teaching learning process are discussed at the IQAC meetings

Other mechanisms which give feedback on the teaching learning process include TAQs, PBAS forms, Principal's sit-ins, and HODs confidential reports. TAQs are administered annually, reports are shared with the respective teacher and those not meeting the mark are called and counseled by the Principal. The outcomes of the sit-ins by the principal are shared with the concerned faculty.

Workshops for revised syllabi and knowledge up-gradation are organised by the departments regularly. The TAF also organizes seminars/workshops & lectures on computer skills, ICT tools and research methodologies by eminent speakers. All these help monitor the process and enhance student- centric learning.

6.5.7. How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

The institution communicates its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders by the following measures.

- IQAC meetings are held four times a year. The decisions taken are communicated to all the stakeholders through the members.
- The Principal meets with the teaching and non-teaching staff regularly to apprise them of the latest developments.
- Students are also made aware of such policies through orientation programmes that are conducted by the Principal of the college and also by the head of every department at the beginning of an academic session.
- Several departments have regular/annual parent teacher meetings where the parents are told about the various quality assurance policies. They also attend the orientation programmes.
- A soft copy of the policy/guidelines is also uploaded on the college website.
- Relevant notices/circulars are displayed on the college notice boards

The background of the page is an abstract composition of various colored triangles and polygons. A prominent black diagonal band runs from the top-left towards the bottom-right, serving as a backdrop for the title text. The colors used include shades of purple, green, yellow, orange, red, cyan, and brown.

Innovations & Best Practices

Committee Members

Dr B K N Singh (Head)
Dr S Godbole (Deputy Head)
Mr U Zarekar
Ms J Dias
Mr S Dange
Ms D Bhatnagar
Ms R Kataria
Dr P Rane

VII Innovations and Best Practices

7.1 Environment Consciousness

A clean and healthy environment is one of the desired pre-requisites in any educational institution. To accomplish this, our institution emphasizes on adopting good practices and bringing environment consciousness to our campus and surrounding areas through various endeavors. The conscious involvement of all stake holders facilitates this process. In keeping with our mission statement, the institution works towards inculcating best practices, invoking environmental consciousness among students, creating global awareness and empowering them to become agents of social change, thus contributing, towards national development.

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

The college campus is in the heart of the city where it is surrounded with buildings and less of greenery. The college has made all efforts to maintain surroundings green by adding potted plants and growing plants along the length of the fence and planting trees in the vicinity of the college (A and B Roads). A study of the same was carried out by the students of Botany and EVS Departments for identification and naming of the plants.

The college has two buildings - the main building and the new (Sheila Gopal Raheja) building. Several measures have been initiated to ensure green practices. In the newly constructed building, a Solar panel of 25 KW has been installed. The main building is spacious and airy with wide doors and windows which allow maximum natural light and air. Also, the structural and electrical audit of the main building has been done and all the suggestions towards its improvement have been implemented.

Efforts have been taken to add green practices by starting a bio-composting unit, adding potted plants and encouraging all stakeholders to plant more trees in and around the campus.

The college is on the verge of modernization with latest teaching and learning tools and infrastructure. It practices several initiatives to ensure and maintain essence of environmental consciousness and greenery, within and around its campus.

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

Regular monitoring by the management as well as students ensures cleanliness in classrooms, washrooms as well as areas, in and around the college campus.

Ornamental plants along the fencing beautify the campus, provide a green

cover and clean air. The medicinally important potted plants help students learn more information about a green eco friendly campus.

Use of dust free chalks, White boards, Interactive boards in some class rooms add to this initiative.

Waterless urinals have been tested on a pilot scale, which has helped the institution save water.

***Energy conservation**

Wastage of power is prohibited with the cooperation of teachers, students and non-teaching staff. An electrical audit was carried out by the BEST to assess the load bearing capacity of the existing wiring. This led to a total overhaul of the same including change of meters, cables, wiring and fittings. Energy efficient equipments are installed in laboratories and classrooms Normal tube lights have been replaced with CFL and LED tube lights, for reducing power consumption. Auto on-off switch systems have been installed in the new building so that whenever the class is not in use, the power is switched off automatically. The solar panels installed, provides additional power of 25KW which save on the power supplied by BEST to some extent. Maximum utilization of natural light is done to cut down usage of power in classrooms and laboratories.

Bringing in use of auto ON/OFF switches installation in the new building has also helped to save energy. Use of power efficient 5 star rated appliances helps in conserving power.

***Use of renewable energy**

Solar panel of 25 KW has been installed in the new building which takes care of passages and boundary lightings. It provides power of about 90 units per day.

***Water harvesting**

Awareness and implementation of water-saving practices have increased. Some departments also try to collect the A/c condensed water to use it in laboratories. This water recycling practice, not only saves water, but also the expenditure towards purchase of water. Water pipes and taps are regularly checked to avoid leakage and waste of water.

***Check dam construction**

NA

***Efforts for Carbon neutrality**

Saving electricity in every possible way is our priority. Besides saving power, most of the departments are trying to optimize on use of paper. During examinations, the circulation of notices and study material are done electronically. Many teachers and students are switching over to e-texting method of communication to exchange information of any kind. Modern gadgets like smart phones and internet etc. are proving to be a good medium.

This helps to reduce our carbon footprints.

To make this endeavor more efficient the admission process is online so as to minimize paper work. Storage of documents has been done with the help of Google drive and cloud facility by some departments. Edusync/Edmodo/website have been in use by some teachers to create virtual classroom, to impart information, monitor students' progress, conduct internal tests and assignments, exchange notes and presentations, Through the use of these tools monitoring student's progression and facilitating easy communication from anywhere has been made possible. To reduce the use of wood further, many classrooms have steel benches and/ or modular furniture.

CFC free A/C's and refrigerators are in use in college. Increase in greenery in the campus and around also helps to achieve carbon neutrality.

***Plantation**

As a part of green awareness program some committees undertake tree plantation drive every year during monsoon and they also monitor their growth. The restoration of uprooted trees due to extreme weather conditions in monsoon, in nearby areas is done in collaboration with Municipal Corporation of Greater Mumbai. New plants of *Pongamia pinnata* (Karanj) have been planted in place of uprooted ones.

***Hazardous waste management**

Wastes generated in college are taken due care of. Principles of Green Chemistry learnt as a part of the syllabus encourages students to adopt healthy green practices in the laboratory. This is essential as chemistry laboratories contribute significantly to environmental pollution. Any strong solutions used are neutralized before their disposal. Appropriate measures are taken to dispose of toxic wastes. Biological wastes from biological laboratories are autoclaved and rendered harmless before disposal.

Canteen kitchen wastes are segregated into wet and dry wastes which are disposed off through Municipal Corporation machinery. Part of this waste is utilized in bio-composting. Some of it is converted into manure using a specialized liquid culture of microorganisms. The first batch of manure was used for the college botanical garden.

Plastics and other non-degradable wastes are disposed through scrap dealing agencies for recycling. As far as possible, the institute tries to inculcate the sense of restore, recycle and reuse principles in students and staff to minimize waste generation.

***e-waste management**

The College administration and IT department have a buy- back policy wherein the old or damaged computer peripherals are exchanged for new ones. This is an eco-friendly and cost-effective method of e-waste disposal.

7.2 Innovations

1) Curricular aspects, teaching learning and evaluation

The college web-site displays all important information including the prospectus which allows the dissemination of information to all stake - holders including prospective ones.

The online process of admissions which is being carried out since 2011 allows students from all over the globe to apply.

Strategies like clay modeling, movie screenings, paintings, advertisements, etc are used to teach modules to students to make the process of teaching - learning more interesting.

Departments collect feedback from students on the teaching methods used and suggestions made are taken into consideration. Some conduct Exit Polls with their TY students. Many conduct PTA meetings to update the parents about the performance of their wards. All these practices help in maintaining healthy relations between parents, students and teachers.

Annual students' seminars are held where students present papers on contemporary topics with a global impact and are judged by external experts. In addition, students are encouraged to make presentations and participate in mock interviews and group discussions. Some departments have annual magazines which act as a platform for students to express their creative talents, boost their confidence, enrich the learning experience and prepare them to face the challenges in future.

In-house laboratory manuals/journals are maintained for students by many departments.

Credit courses / Certificate courses that are offered across faculties take the students beyond the prescribed curriculum. These courses are popular with the students and give them an opportunity to learn topics beyond their syllabus.

Various departments have *connected classrooms* wherein they use Google groups to interact. Syllabi, reading materials, assignments and notifications are uploaded on these platforms and can be accessed by students and teachers alike. Some departments use e-notes, Edmodo and pbworks.com, a virtual classroom, where class notes, pdf files and power point presentations are posted on the website.

Film making and editing is taught by the BMM department which helps the students to have a hands-on experience of film making and hones their creative talents.

The commerce departments carry out market research in order to understand the pulse of the market, popularity of the product and understand the statistics of sale.

The Physics department provides students with guidance and exam material to enable them to appear for National Graduate Physics Examination conducted by Indian Physics Association. Our college is a centre for holding the exam.

Achievement cards for students are maintained by some departments where their participation and achievements in curricular and co-curricular activities are recorded. These cards are used by teachers as a supporting document while recommending students for higher studies and jobs.

2) Research consultancy and extension

An inter-collegiate science exhibition X'plore is organized annually since 2012. It is an innovative practice to encourage students to raise questions and seek answers through the display of models, projects and posters.

To promote under graduate research teachers mentor and guide students to undertake projects and participate in Avishkaar, the research meet organized by the University of Mumbai. They also take part in various inter - collegiate meets and the Konark Industry sponsored Sajjan Gupta State level Research Scholars' Meet. They present projects and papers which are lauded and for which they win prizes. All these activities help in building a research culture among students.

The staff members have formed a research forum - 'Teachers' Academic Forum', which conducts seminars/workshops/lectures. Also a peer reviewed Journal of research papers and articles called 'Different Strokes' is published.

3) Infrastructure and learning resources

Smart board facility and ICT enabled classrooms are available for teaching.

An up-to-date well stocked library with multimedia and e-resources serves as a good infrastructural support.

An *Interactive Learning Centre* houses several computers and a language laboratory.

The newly planned *Centre for Research* is equipped with hi-end instruments to promote research culture further.

4) Governance leadership and management

The proactive involvement of the management led to the replacement of the old, three storeyed annexe into a state-of the art seven storey building so as to ensure augmentation of space and academic growth. The management was solely instrumental in getting a contribution from an alumnus to complete the civil structure of the same. However, they also ensured energy saving methods by installing auto on/off switches and solar panels.

As a management initiative the members of the managing board have actively associated themselves through representation on committees which include several faculty members to take the college to further heights. Some of these

committees include even students. Infrastructure, HR & Talent Management, Academics, Admission, Industrial Collaboration, International Linkages, Fund raising, Legal, Alumni and Co curricular are the various areas identified.

To promote the research culture further, the management has instituted an annual research grant of Rs. 1,00,000/- since 2013 - 14 which is given by the management to the faculty members who are pursuing their doctoral degree.

Due to the declining numbers in pure sciences the science departments took the initiative to organize X'plore a science exhibition and create awareness on the career opportunities and excite students to experience the joys of learning science. This endeavour was financially supported by the management.

The Slim package and other e- learning resources in the library and advanced technological tools to facilitate teaching -learning, were initiatives of the management. Also, Stress Management workshops and Health Care awareness were organised for the non teaching staff to get better work output.

7.3 Best Practices

The college believes in all-round development of students. The list of eminent alumni who have achieved great heights speaks for itself. Additionally the college has left no stone unturned to ensure achievers in sports and cultural areas.

The college provides support for research by encouraging teachers and students to undertake projects which has resulted in the increase in number of research papers publications and participation at research scholars meet and conferences.

These healthy practices promoted by the management for the teachers, students and other non teaching staff make this an institution of choice.

The campus offers a large number of special opportunities for students. Apart from lecture rooms, it has a fully furnished seminar room and an auditorium which are the centre of academic, co-curricular and cultural activities like conferences, orientations, annual functions, and as preparatory ground for many items related to performing arts.

Practice I

1. Title of Practice: Inclusive Education

2. Goal

Quality education is one of the important components of economic growth. Inclusive education spurs inclusive growth, and only through inclusive growth we can hope to remove social and economic disparities. Inclusive education is a philosophy founded on values like equality, pluralism, tolerance & respect for diversity and individuality. Inclusion, in a broader sense, means responding to individual needs of all. Under this broader definition, steps are

to be taken to eliminate discrimination and to accommodate all students who are at a disadvantage for reasons besides disability.

3. The Context

Jai Hind College is a Sindhi minority institution, and therefore 50 % of the seats are reserved for Sindhis and the remaining 50% of the student population is from diverse communities. The college has a transparent, online system of admission adhering to the guidelines of the Government and the University of Mumbai. The socially marginalized and the economically weaker students are admitted as per the quota. Over the years, there is an increase in the number of students admitted under this quota and also an increase in the number of Muslim girls joining the college, as they feel the environment is safe and secure. In the science stream, a lot of students are from the Armed Forces (children of sailors), and children of small traders who are first or second generation learners. In the Commerce and Arts streams, there are many students with Learning Disabilities. There are also students with observable as well as hidden disabilities; they may not have a medically recognized disability, nevertheless they have a variety of special needs associated with such factors as vernacular background, cultural background, dysfunctional family background, emotional condition, and socio-economic disadvantage. In a class of students with such diverse family and cultural backgrounds, and abilities, teachers need to vary their teaching styles to meet the learning styles of a diverse student population and to cater to their individual needs.

4. The Practice

The college has constituted a Mentor Cell in 2012. Three teachers, one each from faculties of Arts, Commerce & Science, have been appointed as Mentors on this cell. During admission, the students admitted under the reserved categories, LD students and the children of non-teaching staff are required to register with the Mentor Cell for giving them necessary academic and behavioral support and also to monitor and assist their progress. These Mentors, in liaison with the faculty, provide the support system for the students through various good inclusive practices like collaboration, team work, innovative instructional practices, and peer-strategies.

After admission the Principal addresses students belonging to the reserved category to orient them about the general information about the college, government policies, the scholarships available, and acquaints them with this process. A dedicated clerk in the office attends to their needs and facilitates the on-line process of freshships.

Academic support

The faculty adopts various methods like group activities, group assignments, group discussions, group projects & presentations, besides traditional lectures. The faculty also adopts the following strategies:

- Flexible pacing / grouping, reading exercises, tutoring, counseling, spoken tutorials etc.
- Mentoring system:- Teacher Mentors, Student mentors
- Tutorials, participatory learning activities like problem solving by students on the board where slow learners are put in groups with student mentors who are advanced learners in the subjects.

The progress of students is monitored and with the help of faculty concerned, remedial help is provided wherever required through peer mentoring or teacher mentoring or both.

Economic support

Besides the mandatory fee concessions for students admitted in the SC, ST, DT, NT, OBC categories

- 100% fee waiver for the children of non-teaching staff is given.
- KPMG scholarships on need cum merit basis since 2011-12 are being awarded. 17 students benefitted in 2013 - 14, 28 students in 2014-15 to the tune of 4 lakhs.

Behavioural support

- Workshops on self confidence, personality development, study skills are organised by the Mentor Cell in collaboration with TLE Committee/ Student Support group.
- Social and communication skills are taught in the language lab.

Sensitizing the student population

Education is not simply about making opportunities available to these marginalised students but also about educating the others to respect the cultural and religious diversity of our nation and to respect individual differences. Cultural, co-curricular and extra-curricular activities are all aiming at promoting these qualities in students and thereby promote national integration.

Workshops organised by Mentor Cell

Activity	Facilitator/Institution	Date	No. of students
Stress & Personality	Mahek Punjabi College counselor		20
Study skills	Saloni Kuwadia Counselor and Alumnus Shraddha from Mind Temple	7 th Dec 2013	25
Understanding the self	Mahek Punjabi College counselor	13 th Dec 2013	40
Workshop for LD	Mahek Punjabi College counselor	9 th Dec 2013	20
Positive thinking and self confidence	Mr Nitin Shah Of Institute of Clinical Hypnosis	13 th Nov 2014	60

Personal Development	Talerang NGO which works for talent and personal development	5 th Dec 2014	100
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5. Evidence of Success

At the macro level, there is an increase in the enrolment of students belonging to the reserved category, and in the number of Muslim girls. This is an indicator of the fact that the support system provided is appreciated by these students and the students feel confident to be part of the Jai Hind Family. There are no drop outs and students are completing the degree programs of their choice successfully.

At the micro level, students' performance in the various semesters has been promising. The case of a student from a socially disadvantaged class who has passed TYBA with English Literature is an example of a success story. Not only did he complete his BA with flying colors, but he also took part in several co-curricular and extra-curricular activities.

A ten session course has been designed for students who requested us to conduct language lab sessions. Nine B.Sc. IT students have completed the same.

A case under study of a student whose father is a member of the nonteaching staff is of particular interest. She shifted from SNTD to Jai Hind College in the degree college. She is very eager to learn and attends regularly. Her performance revealed that she desires to improve her English communication skills. Her peers/ seniors have been appointed to provide her assistance in this as well as with any help she requires in adjusting to the college experience.

Three of our Psychology students with learning disabilities have, with the support of their mentor, not only excelled academically, but have also participated enthusiastically in extra and co-curricular activities.

6. Problems Encountered and Resources required

The support system is getting crystallized and there are teething problems. Culturally responsive pedagogy, sensitivity, and skills are essential to build a caring community in class where everyone's experiences and abilities are valued.

Some of the challenges faced are:

- Ours is a multi faculty college. So coordinating the efforts and the activities across all disciplines becomes difficult.
- There is a small % among the reserved category students who are coming from a well-to-do background and do not have /feel the need for any support.
- Sometimes it is difficult to convince the students that there are barriers to learning and they need to overcome these barriers.
- Lack of training / lack of sensitivity and skills of faculty in dealing with students, as well as lack of structured support systems.
- Large class size and high student-teacher ratio

A well structured support system along with human as well as financial resources earmarked for the same and sensitizing teachers about inclusive practices will help serve the student community better.

Practice II

1. Title of Practice: Entrepreneurship Cell

The Entrepreneurship Cell of Jai Hind College initiated in the year December 2007 comprising 400 student members has joined the economic movement to bring about lasting, positive changes in our socio-economic status of people across the globe. Since its inception, the aspirations for 6 digit salaried jobs in Multinational Companies have undergone a sea of change and today more and more students are not only thinking out of the box, but have changed the box completely.

2. Goal:

The primary goal of the Entrepreneurship cell is

- To convert job-seekers to job generators
- To hone entrepreneurial skills amongst students
- To accelerate the creation of student entrepreneurs who support community ventures.

The Entrepreneurship cell provides students with a fundamental understanding of the dynamic process of creating something unique and adding value by applying an innovative mindset and an action-oriented perspective, while taking calculated risks. It also equips students with a new way of thinking and a set of behaviours in recent and existing organizations.

3. The Context:

Entrepreneurship moves the wheels of the economy and building this quality in students is essential to contribute positively to the economy. Also all students do not opt for placements and would prefer to start their own ventures. Many students have a family business and are inclined towards Entrepreneurship. This idea to start with an E cell was mooted by the students on learning about similar activities at B schools, IIMs and IITs. The Jai Hind E cell was started in 2007. The cell is affiliated to the global National Entrepreneurship Network attracting members from every stream of the college. It started with a membership of 150 students which now has to be limited to 400.

In keeping with the growth, two of our teachers Dr Haseena Sayed and Dr Rakhi Sharma are certified Entrepreneurship - educators and Mentors and Ms Reshma Jaisinghani is a certified e-educator.

4. The Practice:

E- Cell supports and creates an environment in which ideas and initiatives of students are shaped and encouraged to flourish. They are motivated by imparting new approaches and methodologies that align practice and research

to improve the overall effectiveness and impact of the ventures undertaken. Entrepreneurial programs at Jai Hind College have a dynamic approach to develop a set of skills needed by students who choose to embark on the entrepreneurial path. E-cell is coordinated by three Entrepreneurship Educators, mentors and an able team of students with an entrepreneurial bent of mind.

Every activity is an integral part of the process of entrepreneurial learning, and in terms of effectiveness, helps the student recognise the opportunities and understand the intricacies of new ventures. Through the different entrepreneurial activities, Jai Hind College E-Cell inspires and prepares new and future entrepreneurs for their journey to help them pursue, realize and sustain their dreams.

The activities conducted under the Entrepreneurship Cell are

- Creativity and Critical thinking
- Innovation and generation of new ideas
- Opportunity Evaluation
- Business Planning & Team Building
- Inspirational talks by successful entrepreneurs and role models
- Business games, Business Plan Competition.

Entrepreneurship exercises such as Rs. 100 Business Venture, Business Pitch and analysing different business environment are organised annually. Students were encouraged to participate in NEN-E Development Institute of India - Ahmedabad launch pad challenge 2014. The 2 day Entrepreneurship festival in August 2014 brought in many entrepreneurial sessions such as Idea generation and Opportunity Evaluation, Creating your own venture using certain limited resources given by the Institute. Mr Parimal Merchant from S.P. Jain in his 3 hour session highlighted the challenges of Family Managed Enterprises.

These competitions receive a lot of appreciation by all and the judges comprising of Venture Capitalists and Mentors show keen interest by way of further mentoring and providing seed funding in the business ideas that had been mooted. Three start-up ventures-Recycled shoes, Customised Bean Bags and Theme Restaurant were given much appreciation and attention by the panel of judges.

The college encourages the NEN trained faculty to conduct two Elementary Entrepreneurship Courses (3 days from 9 a.m.-5p.m. 60 /65 students per batch) and one Advanced Entrepreneurship Course (5 days from 9a.m.-5p.m. 35/40 students per batch) certified by NEN-Jai Hind College, each year since 2011, so that the entrepreneurial mind-set and entrepreneurial skill is developed by many students of the college.

Many entrepreneurs are invited to conduct specific sessions on IPR, Product Design and Development, Entrepreneurial Finance, Marketing, Social Media Marketing, and Social Entrepreneurship.

Students of E- Cell and NEN faculty of the college always participates in all NEN conducted workshops and seminars, and students have assisted NEN in co-ordination of several of their workshops for faculty and entrepreneurs.

On 11th February 2015 a seminar was organised in collaboration with the office of the DGFT, Ministry of Commerce, Government of India “On Export Promotion Measures” to implement Niryat Bandhu scheme for 1st generation entrepreneurs. 460 students from various colleges across faculties participated in the same. The college was awarded a trophy in appreciation of this initiative.

5. Evidence of Success:

Since 2007 the membership of the Jai Hind E-cell has increased from a modest 150 to 400 even though there is a greater demand for it.

In the year 2010, two faculty members became e-educators and later they became e - mentors in 2012. Additionally in 2013 one more faculty became an e- educator. Success stories of some of our student achievers:

Ritika Arya (B.Com)

- Founded the NGO - Young Leaders Foundation.
- She was awarded the best Woman Entrepreneur by Cherie Blair and was sponsored to travel to UK to receive the award

Aditya Shah (BMS)

- Founder of Event Management company Troika Entertainment
- Founder of "The Snowball", leadership and communication workshops for schools

Sharan Goyal (BMS)

- Space bags is a start-up venture dealing in customized, hand tailored bean bags of innovative and trendy shapes.
- They produce bean bags made with 100% organic cotton engineered to maximize comfort as well as style.
- They also provide various options for the customer to modify their bag according to their requirements.
- Have been featured on many blogs such as MumbaiBoss.com in lieu of providing an innovative new product.
- They have 3 design patents pending to be granted in their name, scheduled to be granted by March.
- They are currently in the process of scaling up production, and are in talks with Future Group, Lifestyle, Fab Furnish, Walmart, Costco, etc. to take their distribution to the next level.
- Website: www.spacebagsindia.com

Yash Chandiramani (BMS)

- Started White Knight entertainment in 2010, when he was 18 years old.
- It currently is the biggest nightlife marketing company in Mumbai valued at 1.5cr.
- In 2012 won the best entrepreneur of the country in the student category by GoldNib fellowship
- Yash was covered by the Afternoon newspaper as the Best College Going Businessman. Yash and his ventures have been covered by Midday, Mumbai Mirror, Afternoon, Hindustan times, DNA, Bombay Times
- Life Beyond Numbers (an online magazine) has covered Yash's life story and journey as an engineering college dropout to a successful entrepreneur and student of BMS
- In 2014 Yash started *Go Panda* - An Asian quick service restaurant making him one of the youngest self established restaurateurs in the country, with a projected turnover of more than 1Cr from each outlet. There is a plan to open 4 more outlets by the end of next year.

Rahul Puri & Ajitesh Sharma (BFM)

- Mumbai Guest list - a product of "Less Unless" is an entertainment start up that premieres a new concept for the first time in India.
- It caters to those who pursue to party in the night clubs of Mumbai.
- Discrete from Burp and Zomato, Mumbai Guest list steers to provide entries and access to all exclusive clubs in Mumbai at the click of a button on the website or the readily available mobile app for Apple and Android users.
- link to the website: <http://www.mumbaiguestlist.com/>

The success of our students further translates into awards.

- **Namrata Purohit** of 'Pilates Studio' was amongst the top 25 of the NEN-TATA first Dot Competition in November 2013.
- **Shriyans Bhandari** of 'Green Sole' is working towards recycling discarded sports shoes to comfortable footwear and has a vision to provide these to save lives of millions of people, who are dying each year due to diseases caused by unprotected feet-One of the Top 25 start-ups of India by Tata First Dot
 - * Received two industrial design patents by government of India
 - * April 2014- Selected among top 30 innovators of the country by Entrepreneurship Development Institute (EDII), Ahmedabad in their Launch pad challenge
 - * Jan 2015- Won Technology and Sustainable Development award of Rs. 3 lakhs at Eureka, Asia's largest B-plan competition by IITBGreen Sole has tie-ups with JSW, Mayo College, SAI to provide discarded sports shoes. Already in the market it also provides footwear to the needy, which is their vision.
- **Vishakha Chokhani** along with co-Shashank (IITB), Deven Parikh (IITB) of Click to Clinic - an Indian healthcare IT solution in the market.
 - * It offers in Phase 1 solutions for E-medical Reporting
 - * Patient Education, Doctor Consultancy online, Promoting Indian Medical Tourism and other Medical solutions in Phases 2 and 3.
 - * Company's USPs: One stop Shop for all your medical Services online

Vishaka won the 2nd position award of Rs. 10,000 + Rs. 50,000 (use of sponsor Fundline services) for ‘Crowd Pitch’ at IIT Summit 2015.

The Jai Hind College E-Cell has been recently recognised as the National Pilot Centre of “*Wadhvani Centre of Excellence*”. The launch of this Centre took place on 10th Feb 2015 at Jai Hind College. 15 mentors from different specialised entrepreneurial ventures are associated with the centre.

Social Entrepreneurship is the new arm of JHC E-Cell and it has started with the launch of mentoring entrepreneurs in the rural region of Baramati. This sector has an abundance of business opportunities but no formal mentoring platform. Students of our E-Cell met Mr Pandurang Tawde, a social entrepreneur and an international award winner, and who through his network and contacts, offered to liaison between Jai Hind College ‘Wadhvani Centre of Excellence’ and the panchayat, villagers and school children of Phalsi (Baramati) for mentoring and support.

6. Problems Encountered And Resources Required:

The challenge is of managing a huge membership of students from all disciplines with different time tables and individual constraints.

7. Notes:

Jai Hind College is a member of NEN (National Entrepreneurship Network). NEN has played significant role in providing necessary support & assistance to the Entrepreneurship cell.

Entrepreneurship cell offers encouragement, guidance and practical support to students who show entrepreneurial ideas and commitment, providing them with the opportunity to explore the possibility of turning these ideas into real enterprises. It also encourages critical thinking processes amongst students which develops them into innovative thinkers and makes them attractive candidates for placement companies who are looking for intrapreneurs (those who think innovatively as employees and do different things in their routine jobs).



Departmental Profile

Evaluative Report of the Departments

1. **Name of the Department:** Accountancy
2. **Year of Establishment:** 1980
3. **Names of Programmes/Courses offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, etc.):**
 (i) B.Com (Accountancy, Costing, Audit, DIT)
 (ii) M.Com (Advanced Accountancy- Unaided, Introduced with effect from 2013 - 14)
4. **Names of Interdisciplinary courses and the departments/units involved:** NIL
5. **Annual/ semester/choice based credit system (programme wise):**
CBSGS
6. **Participation of the department in the courses offered by other departments:** NIL
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** NIL
8. **Details of courses/programmes discontinued (if any) with reasons:**
NIL

9. **Number of Teaching posts**

	Sanctioned	Filled
Professors	NIL	NIL
Assoc. Prof.s	NIL	NIL
Asst Professors	Full Time 2 Part Time 3	2 2 + 1 *

* Unaided posts

10. **Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /PhD/M. Phil. etc.,)**

Name	Qualification	Designation	Specialization	No. of Years of Experience
CA Santosh G Ghag	MCom, CA, LLB, NET	Asst. Prof (HOD Since 1.7.2014)		20 Years
CA Jimy Wakadia	MCom, CA, LLB	Asst. Prof		20 Years
Ms Reshma Jaisinghani	M.COM, B. Ed., NET	Asst. Prof	Cost and Works Acct.	6 years
CA Rajesh	MCom, CA, C.S,	Asst. Prof		18 years

Kukreja	LLB, SET			
CA Rachel George	MCom, CA, CPA (USA), NET	Asst. Prof		3 Years. 15 yrs in Industry.
CA Ashok Kapadia	BCom, LLB, ACS, CA	Retired Asst. Prof (HOD till 30.6.2014)		30 years

11. List of senior visiting faculty

- i. CA Ashok Kapadia (for M.Com)

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty

M.Com.: 6.25%

13. Student-Teacher Ratio (programme wise):

FYBCom: 240:1

SYBCom: 180:1

TYBCom: 85:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: NA

15. Qualifications of teaching faculty with DSc/ D.Litt/ PhD/ MPhil/PG:

PG 5

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:

For Minor Research Project Funded by University of Mumbai in the year 2012 - 13

CA Santosh Ghag - Rs. 32,000/-

Ms Reshma Jaisinghani - Rs.30,000/-

18. Research Centre /facility recognized by the University: NA

19. Publications:

*** a) Publication per faculty**

1. Ms Reshma Jaisinghani

- Joint efforts of Statutory Auditor and Internal Auditor in Corporate Governance Emerging issues in Corporate Governance with specific reference to Role of SEBI, Role of Auditor and IFRS. 7-8Feb, 2012 S.K. Somaiya college
- Revised Schedule VI- A boon or a curse. The Revised Schedule VI20th Feb, 2013 Dalmia Lions College of Comm. And Eco.

- Farm Accounting in Thane District and its comparison with other countries of the World Extension Education and Rural Communities 6-7th Apr, 2013 DLLE, Univ. of Mumbai, ICSSR and Amlani college
 - Micro Finance - An Overview 21st Mar, 2014 Sterling Institute of Mgt., Nerul
2. CA. Santosh Ghag
- An Ideal CSIR Model. Also the organizing committee member of the above seminar. Extension Education and Rural Communities 6-7th Apr, 2013 DLLE, Univ. of Mumbai, ICSSR and Amlani college
 - CSR and the role of colleges April 2010 Tolani College of commerce

20. Areas of consultancy and income generated: NIL

21. Faculty as members in: Nil

a) **National committees** b) **International Committees** c) **Editorial Boards:**

22. Student projects

a) **Percentage of students who have done in-house projects including inter departmental/programme:**

6 students participated in Avishkaar Research Project organized by Univ. of Mumbai in the year 2013 - 14

b) **Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies:** NIL

23. Awards/Recognitions received by faculty and students:

2010 - 11

➤ Neville Katilla- Campus brand ambassador for Google

2011 - 12

➤ Akash Zaveri - Campus brand ambassador for Google

➤ Ratnesh Desai - Regional coordinator for NEN

2013 - 14

➤ Aliasgar Katka - First prize in Goa Fest in Short Film making

➤ Harsh Desai - 'Best Malharaita'

➤ Varun Tiwari - Awarded as Best media delegate and also designated as Panelist's for MUN (Model United Nations)

- Kimberley Nigriel, Kyrus Modi and Zahn Patuck - Intra college 'Avishkaar' Competition
- Varun Tiwari - Campus brand ambassador for Google

24. List of eminent academicians and scientists/visitors to the department:

Mr Rajendra Ghag, Mr Sandeep Yellurkar, Dr Jaya Manglani, Ms Alpa shah, Ms Krupa Desai., Mr Ashok Gujar

25. Seminars/ Conferences/Workshops organized and the source of funding:

a) National: NIL b) International: NIL

26. Student profile programme/course wise (refer question no. 4): NA

27. Diversity of Students: Annexure XIII (Page No. 396)

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? NIL

29. Student progression

Student progression	Against % enrolled
UG to PG	10%
PG to MPhil	NA
PG to PhD	NA
PhD to Post-Doctoral	NA
Employed • Campus selection • Other than campus recruitment	10%
Entrepreneurship/Self-employment	2%

30. Details of Infrastructural facilities:

- a) **Library:** Main Library 557 and book from 2010 till 2015 206
- b) **Internet facilities for Staff and Students** - The department has its own laptop and internet connectivity is available in the staffroom and the library. For the students' internet and wi-fi facility is available on payment of fees of Rs. 1,000 for the year.
- c) **Class rooms with ICT facility:** 3 to 4 classrooms
- d) **Laboratories:** NA

31. Number of students receiving financial assistance from college, university, government or other agencies:

Annexure XIV - Freeships and Scholarships (Page No. 397)

32. Details on student enrichment programmes (special lectures/workshops /seminar) with external experts

Departmental Level:

Mr Rajendra Ghag a well known H.R. Professional conducted the workshop on careers for accounts students apart from CS and CA.

Dr Jaya Manglani, faculty at H.R. College judged the Budgeting workshop, where the students were asked to make budgets for their own business.

Mr Ashok Gujar member of BOS for Financial Accounting Paper guided the students on the revised paper pattern and CBGS system.

Ms Alpa Shah, from Tata Mutual Funds conducted the workshop on How to Make Savings and where to invest them.

Mr Sandeep Yellurkar member of BOS, conducted the workshop on TALLY and how to use it effectively. Even some non-teaching members attended the workshop

Ms Krupa Desai from BSE conducted the workshop on Financial Markets and guided the students on various career options available and courses available in BSE.

Annual Workshop of DIT Conducted by experts (CA. Dilip Phadke, CA Ail Tilak, CA. Vikram Mehta)

33. Teaching methods adopted to improve student learning: PPT, Case Study and Problem solving

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

CA Santosh Ghag is Chairman of CSR committee of the college and organizes various events every year.

CA Santosh Ghag is Treasurer in Matrumandir, Devrukh, a 60 year Old NGO Secretary, Shri Kedarling Seva Mandal, Katvali.

General Secretary Study Corner, Adhyayan Watika.

Ms Jaisinghani Reshma is the member of Extension Committee of the college

35. SWOT analysis of the department and Future plans

Strengths:

- Results of B.com students specially in Accountancy Papers have been consistently outstanding.
- The members of Accountancy Association are very active and organized.
- Post Graduate Courses (MCom Advanced Accountancy)

Weakness:

- Too large number of students in each division, (specially in view of the prevailing credit system) is a challenge.

Opportunities:

- Credit System and Internal Exams bringing the students back to the classrooms.
- Proposed Certificate Courses in Taxation and Accountancy.

Threats:

- Many students pursuing professional & Self Finance courses tend to withdraw their admissions due to strict attendance policy

Future plans:

- To involve, the students from Junior College, as well as M.Com.
- To introduce ad-on courses in Accountancy, Taxation, Audit, Information
- Technology, etc. which may be complementary to the Accountancy Profession, at global level.
- To devise a module which will be, especially, for the Non- Commerce Students from Junior College joining Commerce faculty in Degree College

1. **Name of the Department:** BAF
2. **Year of Establishment:** 2010
3. **Names of Programmes/Courses offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, etc.):** NA
4. **Names of Interdisciplinary courses and the departments/units involved:** NIL
5. **Annual/ semester/choice based credit system (programme wise):** CBSGS
6. **Participation of the department in the courses offered by other departments:** NIL
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** NIL
8. **Details of courses/programmes discontinued (if any) with reasons:** NIL

9. Number of Teaching posts

	Sanctioned	Filled
Professors	0	0
Assoc. Prof.s	0	0
Asst Professors	0	2*

* Unaided post

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /PhD./M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience
Adarsh Suri	MA	Co-ordinator	Economics	33
Yasmin Singaporewala	MBA, MCom	Asst. Prof.	Finance, Marketing and HR	4
Vipul Pancholi	CA, CS, ICWA	Asst. Prof.	Accounts	14

11. List of senior visiting faculty

- i. Nimish Thakore
- ii. Jimmy Wankhede
- iii. Salman Sakerwala
- iv. Vaishali Mehta
- v. Asha Talapatra

- vi. Kishu Daswani
- vii. Hemant Solanki
- viii. Naveen Reddy
- ix. Malcolm Homavazir
- x. Snehee Shah
- xi. Mita Kakkar
- xii. Rohan K

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty

Year	No. of lectures	%
Temporary	14	18.42
Probation	8	10.52
Visiting	48	63.16
Co-ordinator	6	7.9
Total	76	100

13. Student-Teacher Ratio (programme wise): 60:1 (excluding visiting)

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: 03 (Shared by BMS, BAF, BBI, BFM and BMM)

15. Qualifications of teaching faculty with DSc/ D.Litt/ PhD/ MPhil/PG:
PG: 3

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:NIL

18. Research Centre /facility recognized by the University: NA

19. Publications: NIL

20. Areas of consultancy and income generated: NIL

21. Faculty as members in: Nil

- a) National committees
- b) International Committees
- c) Editorial Boards:

22. Student projects

- a) Percentage of students who have done in-house projects including inter departmental/programme: NIL
- b) Percentage of students placed for projects in organizations

outside the institution i.e.in Research laboratories/Industry/
other agencies: 60%

23. Awards/Recognitions received by faculty and students:

- a) 2013: Naman Mehta won a free trip to S P Jain Dubai Campus.
b) 2014: Students winner of Metamorphosis 2014 cash prize of Rs. 25,000

24. List of eminent academicians and scientists/visitors to the department: NIL

25. Seminars/ Conferences/Workshops organized and the source of funding:

- a) National: Nil b) International: Nil

26. Student profile programme/course wise (refer question no. 4): NA

27. Diversity of Students

Name of the course	% of students from the same state	% of students from other States	% of students from abroad
2010 - 11	95%	5%	-
2011 - 12	91.7%	8.3%	-
2012 - 13	90%	10%	-
2013 - 14	95%	5%	-
2014 - 15	81.16%	18.84%	-

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? NIL

29. Student progression

Student progression	Against % enrolled
UG to PG	Approx 40%
PG to MPhil	NA
PG to PhD.	NA
PhD to Post-Doctoral	NA
Employed • Campus selection • Other than campus recruitment	Approx 50%
Entrepreneurship/Self-employment	Approx 10%

30. Details of Infrastructural facilities:

- a) **Library:** Main Library 385
b) **Internet facilities for Staff and Students:** Available
c) **Class rooms with ICT facility:** Available
d) **Laboratories:** Computer Lab

31. Number of students receiving financial assistance from college, university, government or other agencies

Year	Name	Programme/Scholarship
2010 - 11	Harshvardhan Bothra, Parth K. Jain	SUMITOMO
2011 - 12	Prerna Kankaria, Rishabh Kapoor, Pooja Mehta, Saili Naik, Anahita Nazir, Gautam Bhatia, Vishavpreet Kaur, Tanvi Karvat	SUMITOMO
2012 - 13	Saili Naik, Pooja Mehta, Raveena Punjabi, Jeenal Parekh	SUMITOMO
2013 - 14	Bhatia Gautam, Parekh Jeenal, Naik Sahili, Shah Purvi, Omer Y. Quereshi	KPMG

32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts

1. Aug 2010 Inventure Growth and securities Ltd First year students Introduction to Capital Markets
2. Dec 2010 Mr Saurabh M Dawar, VP of Australia Business Council First year students Competing in the New Age
3. 13-23 Oct 2012 Mr Hemal Shah Second year students Certificate course on Basics of Equities and Derivatives
4. Conducted at the beginning of odd semesters every academic year (2012 - 13) Mr Craig Travasso Second year students Being Effective - Practical 4 day workshop that gives participants an understanding of Body Language, Presentation Skills (Content Creation principles and slide preparation) and Voice Culture. Consists of an assessment on the final day where students present on various topics, incorporating the skills that they've learnt.
5. October 2013 Mr Kirtan Shah Second year students Financial Planning
6. Last week of Aug 2014 Mr Kirtan Shah First Year Introduction to Capital Markets
7. October 2014 Mr Craig Travasso Second year Cracking GD's and PI's Practical 4 day workshop that trains the students on how to tackle GD's and PI's which will help them for placements in the third year
8. November 2014 Mr Craig Travasso First year BAF students Being Effective - Practical 4 day workshop that gives participants an understanding of Body Language, Presentation Skills (Content Creation principles and slide preparation) and Voice Culture. Consists of an assessment on the final day where students present on various topics, incorporating the skills that they've learnt.

33. Teaching methods adopted to improve student learning: Moot Courts, Industrial Visits, Participation in Institutional Social Responsibility (ISR) and Extension activities

34. Participation in Institutional Social Responsibility (ISR) and

Extension activities:

- Team Entourage organized a Health Camp for two days in the college campus Aug 2014
- Team Entourage sponsored the Monsoon Marathon organized by the Gymkhana of Jai Hind College 2014
- Team Entourage tied by with Being Human and took under privileged children for an open bus ride across Mumbai city and distributed gifts to them 2013.
- Team Entourage signed an MOU with the Violet Muralidharan Foundation which was started by one of our students for the upliftment of the underprivileged, with special focus on the leper colonies of Mumbai 2012.

35. SWOT analysis of the department and Future plansStrengths

- JHC Brand Name
- Excellent Location
- Experienced Faculty
- Wi-Fi enabled classrooms to enable innovative teaching methods
- Progressive Management which allows students to balance academics and extra-curricular
- Good placement record

Weakness

- Imbalanced syllabus

Opportunities

- Management skill related workshops conducted
- Internships in CA and Audit firms

Threats

- Institutes offering professional degrees

Future plans:

- To introduce certificate courses which will help our students to match international CFA standards
- Create an interesting learning-teaching environment by adopting innovative teaching practices such as getting professionals from CA and CFA institutes and having tie ups for internships for the students.

1. **Name of the Department:** BBI
2. **Year of Establishment:** 2003
3. **Names of Programmes/Courses offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, etc.):** NA
4. **Names of Interdisciplinary courses and the departments/units involved:** NA
5. **Annual/ semester/choice based credit system (programme wise):** CBSGS
6. **Participation of the department in the courses offered by other departments:** NA
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** NA
8. **Details of courses/programmes discontinued (if any) with reasons:** NA

9. Number of Teaching posts

	Sanctioned	Filled
Professors	0	0
Assoc. Prof.s	0	0
Asst Professors	0	1*

* Unaided post

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./PhD./M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience
Adarsh Suri	MA	Co-ordinator	Economics	33
Mita Kakkar	MCom	Asst. Prof.	Taxation	1

11. List of senior visiting faculty

- i. Preeti Parekh
- ii. Armin Sodawaterwala
- iii. Bharti Shetty
- iv. Kapil Thakore
- v. Noel D souza
- vi. Vaishali Mehta
- vii. Asha Talapatra
- viii. Arun Pujari
- ix. Malcolm Hormavazir

- x. Dushyant K
- xi. Hemant Solanki
- xii. Naveen Reddy
- xiii. Floyd Gracias
- xiv. Snehee Shah
- xv. Yasmin Singaporewala
- xvi. Mita Kakkar
- xvii. Shilpa More

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty

Year	No. of lectures	%
Temporary	14	18.42
Probation	0	0
Visiting	58	76.32
Co-ordinator	4	5.26
Total	76	100

13. Student-Teacher Ratio (programme wise):90:1 (excluding visiting)

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: 03 (Shared by BMS, BAF, BBI, BFM and BMM)

15. Qualifications of teaching faculty with DSc/ D.Litt/ PhD/ MPhil/PG:
PG: 2

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:NIL

18. Research Centre /facility recognized by the University: NA

19. Publications: NIL

20. Areas of consultancy and income generated: NIL

21. Faculty as members in: Nil
a) National committees b) International Committees c) Editorial Boards:

22. Student projects
a) Percentage of students who have done in-house projects including inter departmental/programme: NIL

- b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:** 50%

23. Awards/Recognitions received by faculty and students:

2011: Vikramaditya the won second price in NMIMS for “Market A Product.”

2013: Akshay Mehta won a free trip to SP JAIN DUBAI CAMPUS.

24. List of eminent academicians and scientists/visitors to the department:NIL

25. Seminars/ Conferences/Workshops organized and the source of funding:

a) National: Nil b) International: Nil

26. Student profile programme/course wise (refer question no. 4): NA

27. Diversity of Students

Name of the course	% of students from the same state	% of students from other States	% of students from abroad
2010 - 11	85%	15%	-
2011 - 12	88.33%	11.67%	-
2012 - 13	83%	17%	-
2013 - 14	87%	13%	-
2014 - 15	87%	13%	-

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? Nil

29. Student progression

Student progression	Against % enrolled
UG to PG	APPROX 60%
PG to MPhil	NA
PG to PhD.	NA
PhD to Post-Doctoral	NA
Employed • Campus selection • Other than campus recruitment	APPROX 25%
Entrepreneurship/Self-employment	APPROX 15%

30. Details of Infrastructural facilities:

a) **Library:** Main Library 417

b) **Internet facilities for Staff and Students:**Available

c) **Class rooms with ICT facility:** Available

d) **Laboratories:** Computer Lab

31. Number of students receiving financial assistance from college, university, government or other agencies

Year	Name	Programme/Scholarship
2011 - 12	Hemangini Jain, Lavita D'souza and Pearlene Jasavala.	SUMITOMO
2012 - 13	Tirath Shah, Alisha Whora and Pearlene Jesavala	SUMITOMO
2013 - 14	Alisha Whora and Pearlene Jesavala	SUMITOMO

32. Details on student enrichment programmes (special lectures/workshops /seminar) with external experts

1. September 2010 Prof Nadirshah Dhondy (2011 - 12) Third year students "Business Ethics".
2. October 2011 Experian (Credit Bureau) (2011 - 12) Third year students Importance of Credit History a seminar on Credit Bureau
3. Aug 2011 Mr Rajiv Oberoi -IDFC (2011 - 12) Third year students A seminar on "Financial Markets"
4. Conducted at the beginning of odd semesters every academic year (2012 - 13) Mr Craig Travasso Second year students Being Effective - Practical 4 day workshop that gives participants an understanding of Body Language, Presentation Skills (Content Creation principles and slide preparation) and Voice Culture. Consists of an assessment on the final day where students present on various topics, incorporating the skills that they've learnt.
5. 13-23 Oct 2012 Mr Hemal Shah Second year students Certificate course on Basics of Equities and Derivatives
6. October 2013 Mr Kirtan Shah) Second year students Financial Planning
7. Last week of Aug 2014 Mr Kirtan Shah First Year Introduction to Capital Markets
8. October 2014 Mr Craig Travasso Second year Cracking GD's and PI's Practical 4 day workshop that trains the students on how to tackle GD's and PI's which will help them for placements in the third year
9. November 2014 Mr Craig Travasso First year BAF students Being Effective - Practical 4 day workshop that gives participants an understanding of Body Language, Presentation Skills (Content Creation principles and slide preparation) and Voice Culture. Consists of an assessment on the final day where students present on various topics, incorporating the skills that they've learnt.

33. Teaching methods adopted to improve student learning: Moot Courts, Industrial Visits, Participation in Institutional Social Responsibility (ISR) and Extension activities

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

- Team Entourage organized a Health Camp for two days in the college campus Aug 2014
- Team Entourage sponsored the Monsoon Marathon organized by the Gymkhana of Jai Hind College 2014
- Team Entourage tied by with Being Human and took under privileged children for an open bus ride across Mumbai city and distributed gifts to them 2013.
- Team Entourage signed an MOU with the Violet Muralidharan Foundation which was started by one of our students for the upliftment of the underprivileged, with special focus on the leper colonies of Mumbai 2012.

35. SWOT analysis of the department and Future plans

Strengths

- JHC Brand Name
- Excellent Location
- Experienced Faculty
- Progressive Management which allows students to balance academics and extra-curriculars
- Good placement record
- Wi-fi enabled classrooms

Weakness

- Niche specialization
- limited practical exposure

Opportunities

- Increasing demand for the course in the sunrise sector,
- Great potential for PG courses
- Practical workshops conducted by industry experts

Threats

- Risk of obsolescence in the syllabus
- Introduction of new courses by Mumbai university

Future plans:

- To introduce certificate courses which will help our students to be employable in banking and insurance sectors.
- Have strong tie ups with banks and insurance companies to train and provide internships to our students.

1. **Name of the Department:** BFM
2. **Year of Establishment:** 2010
3. **Names of Programmes/Courses offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, etc.):** NIL
4. **Names of Interdisciplinary courses and the departments/units involved:** NIL
5. **Annual/ semester/choice based credit system (programme wise):** CBSGS
6. **Participation of the department in the courses offered by other departments:** NIL
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** NIL
8. **Details of courses/programmes discontinued (if any) with reasons:** NIL

9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Assoc. Prof.s		
Asst Professors		1*

* Unaided post

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /PhD./M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of PhD. Students guided for the last 4 years
Adarsh Suri	MA	Co-Ordinator	Economics	33	NIL
Snehee Shah	BBI, MBA	Asst. Prof.	Finance	1	NIL

11. List of senior visiting faculty

- i. Kirtan Shah
- ii. Hemal Shah
- iii. Kapil Thakore
- iv. Vaishali Mehta
- v. Asha Talapatra

- vi. Arun Maurya
- vii. Malcolm Hormavazir
- viii. Henna Thakkar
- ix. Bharti Shetty
- x. Dushyantta K
- xi. Yasmin Singaporewala
- xii. Mita Kakkar
- xiii. Vipul Pancholi
- xiv. Shilpa More
- xv. Rohan K

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty

Year	No. of lectures	%
Temporary	0	0
Probation	10	13.16
Visiting	62	81.57
Co-ordinator	4	5.26
Total	76	100

13. Student-Teacher Ratio (programme wise):90:1 (excluding visiting)

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: 03 (Shared by BMS, BAF, BBI, BFM and BMM)

15. Qualifications of teaching faculty with DSc/ D.Litt/ PhD/ MPhil/PG:
PG: 2

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:NIL

18. Research Centre /facility recognized by the University: NA

19. Publications: NIL

20. Areas of consultancy and income generated: NIL

21. Faculty as members in: Nil

a) National committees b) International Committees c) Editorial Boards:

22. Student projects

a) **Percentage of students who have done in-house projects including inter departmental/programme:** NIL

b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:** 65%

23. Awards/Recognitions received by faculty and students:NIL

24. List of eminent academicians and scientists/visitors to the department: NIL

25. Seminars/ Conferences/Workshops organized and the source of funding:

a) National: NIL b) International: NIL

26. Student profile programme/course wise (refer question no. 4): NA

27. Diversity of Students

Name of the course	% of students from the same state	% of students from other States	% of students from abroad
2010 - 11	91.67%	8.33%	-
2011 - 12	90%	10%	-
2012 - 13	86.67%	13.33%	-
2013 - 14	88.33%	11.67%	-
2014 - 15	83.33%	16.67%	-

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? NIL

29. Student progression

Student progression	Against % enrolled
UG to PG	APPROX 30%
PG to MPhil	NA
PG to PhD.	NA
PhD to Post-Doctoral	NA
Employed • Campus selection • Other than campus recruitment	APPROX 30%
Entrepreneurship/Self-employment	APPROX 40%

30. Details of Infrastructural facilities:

a) **Library:** Main Library 364

b) **Internet facilities for Staff and Students:** Available

c) **Class rooms with ICT facility:**

d) **Laboratories:NA**

31. Number of students receiving financial assistance from college, university, government or other agencies

Year	Name	Programme/Scholarship
2011 - 12	Ranjeet K. Mishra	KPMG
2012 - 13	Devyani Shah. Preksha Jain. Ria Joneja. Meghna Mazumder, Akash Mehta, Pranoti Puro	Sumitomo
2013 - 14	Harshit Gandhi. Preksha Jain, Sheau Kwan, Ria Joneja.	Sumitomo
2013 - 14	Joneja Ria, Shah Keyur, Mishra Ranjeet	KPMG

32. Details on student enrichment programmes (special lectures/workshops /seminar) with external experts

1. Aug 2010 Inventure Growth and securities ltd First year students Introduction to Capital Markets
2. Dec 2010 Mr Saurabh M Dawar, VP of Australia Business Council First year students Competing in the New Age
3. March 2011 Special lecture at NSE First year students 1 day Field trip to NSE
4. Conducted at the beginning of odd semesters every academic year 2012 - 13 Mr Craig Travasso Second year students Being Effective - Practical 4 day workshop that gives participants an understanding of Body Language, Presentation Skills (Content Creation principles and slide preparation) and Voice Culture. Consists of an assessment on the final day where students present on various topics, incorporating the skills that they've learnt.
5. 13-23 Oct 2012 Mr Hemal Shah Second year students Certificate course on Basics of Equities and Derivatives
6. October 2013 Mr Kirtan Shah Second year students Financial Planning
7. Last week of Aug 2014 Mr Kirtan Shah First Year Introduction to Capital Markets
8. October 2014 Mr Craig Travasso Second year Cracking GD's and PI's Practical 4 day workshop that trains the students on how to tackle GD's and PI's which will help them for placements in the third year
9. November 2014 Mr Craig Travasso First year BAF students Being Effective - Practical 4 day workshop that gives participants an understanding of Body Language, Presentation Skills (Content Creation principles and slide preparation) and Voice Culture. Consists of an assessment on the final day where students present on various topics, incorporating the skills that they've learnt.

33. Teaching methods adopted to improve student learning: Moot Courts, Industrial Visits

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

- Team Entourage organized a Health Camp for two days in the college campus Aug 2014,
- Team Entourage sponsored the Monsoon Marathon organized by the Gymkhana of Jai Hind College 2014,
- Team Entourage tied by with Being Human and took under privileged children for an open bus ride across Mumbai city and distributed gifts to them 2013.
- Team Entourage signed an MOU with the Violet Muralidharan Foundation which was started by one of our students for the upliftment of the underprivileged, with special focus on the leper colonies of Mumbai 2012.

35. SWOT analysis of the department and Future plans

Strengths:

- JHC Brand Name
- Excellent Location
- Experienced Faculty
- Progressive Management which allows students to balance academics and extra-curriculars
- Wi-Fi enabled classrooms to enable innovative teaching methods
- Good placement record

Weakness:

- Overlapping syllabus
- Limited practical component in curriculum

Opportunities:

- Specific market related workshops

Threats:

- Upcoming courses by Mumbai University like Bachelors in Investment and Portfolio Management
- Short term courses by NSE BSE

Future plans:

- To introduce certificate courses which will help our students to match international markets standards.
- Have tie ups with BSE and NSE to train and provide internships in their different departments.

1. **Name of the Department:** Biotechnology
2. **Year of Establishment:** 2002
3. **Names of Programmes/Courses offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, etc.):** UG
4. **Names of Interdisciplinary courses and the departments/units involved:** NIL
5. **Annual/ semester/choice based credit system (programme wise):** CBSGS
6. **Participation of the department in the courses offered by other departments:** None
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:**
None
8. **Details of courses/programmes discontinued (if any) with reasons:**
NIL

9. Number of Teaching posts

	Sanctioned	Filled
Professors	NIL	0
Assoc. Prof.s	NIL	0
Asst Professors	NIL	04*

* Unaided posts

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /PhD./M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience
Dr Archana Ashtekar	MSc, PhD	Asst Professor	Botany and Plant Biotechnology	10
Dr Shuchita Deepak	MSc, PhD	Asst Professor	Medical microbiology	10
Ms Kruti Pandya	MSc SET	Asst Professor	Biochemistry	07
Ms Nissey Sunil	MSc NET	Asst Professor	Biochemistry	07

11. List of senior visiting faculty:

Mr Rohan Gavankar, Head Dept of Biotechnology, VIVA College- Semester VI TY - Biostatistics

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 10%

13. Student-Teacher Ratio (programme wise):6:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: 3 Lab Attendants

15. Qualifications of teaching faculty with DSc/ D.Litt/ PhD/ MPhil/PG:
PhD: 2, PG: 4

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:
Mrs Nissey Sunil - UGC Minor - Rs 155000/-

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:
Mrs Nissey Sunil - UGC Minor - Rs 155000/-

18. Research Centre /facility recognized by the University: NIL

19. Publications:

*** a) Publication per faculty**

1. Dr Shuchita Deepak Effect of aqueous extract of *Terminalia chebula* on metallobeta lactamase. (November 2010). International Journal of Pharmacy and Pharmaceutical Sciences
2. Dr Shuchita Deepak Incidences of the presence of Multiple beta lactamases in *Pseudomonas* and *Acinetobacter* isolates. (September 2011). Asian Journal of Biochemical and Pharmaceutical Research
3. Ms Kruti Pandya Isolation and characterisation of lipase producing bacteria from spoiled fruits and vegetables International journal of biotechnology and Biosciences ISSN NO-2231-0304
4. Ms Kruti Pandya Partial purification and Process optimization of bacterial lipases International Journal of Environmental Sciences ISSN NO-2249-2127

*** Number of papers published in peer reviewed journals (national/international) by faculty and students -**
As given above

*** Number of papers published in peer reviewed journals (national/international) by faculty and students** NIL

20. Areas of consultancy and income generated: NIL

21. Faculty as members in: Nil
 a) National committees b) International Committees c) Editorial Boards:

22. Student projects
 a) Percentage of students who have done in-house projects including inter departmental/programme: 3 projects for Avishkaar - 9 students
 b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: None

23. Awards/Recognitions received by faculty and students:
 Dr Shuchita Deepak 2010 - 11 2nd runner-up in poster competition at state level

24. List of eminent academicians and scientists/visitors to the department:None

25. Seminars/ Conferences/Workshops organized and the source of funding:

a) National: 2 b) International: Nil
 2010 - 11: The Departments of Biological Sciences collectively hosted a seminar “Planet earth.. Take care... Take charge...”
 2011 - 12: The Konark Research Meet held in Dec 2011 was a joint effort of Departments of Biotechnology, Botany and Life Sciences

26. Student profile programme/course wise (refer question no. 4): NA

27. Diversity of Students

Name of the course FYBSc	% of students from the same state	% of students from other States	% of students from abroad
Biotechnology 2010 - 11	100	0	0
Biotechnology 2011 - 12	100	0	0
Biotechnology 2012 - 13	96.77	3.23	0
Biotechnology 2013 - 14	100	0	0
Biotechnology 2014 - 15	100	0	0

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? NIL

29. Student progression

Student progression	Against % enrolled
UG to PG	80
PG to MPhil	-
PG to PhD.	70
PhD to Post-Doctoral	5
Employed	
• Campus selection	NIL
• Other than campus recruitment	100
Entrepreneurship/Self-employment	10

30. Details of Infrastructural facilities:

- a) **Library:** Main Library 439 subject related books of which 80 books purchased from 2010
- b) **Internet facilities for Staff and Students:** Available for staff
- c) **Class rooms with ICT facility:** NIL
- d) **Laboratories:** 01 +01

31. Number of students receiving financial assistance from college, university, government or other agencies:

Annexure XIV - Freshships and Scholarships (Page No. 397)

32. Details on student enrichment programmes (special lectures/workshops /seminar) with external experts: NIL

33. Teaching methods adopted to improve student learning:

The department is provided with one computer with internet facility which is used by the staff and students equally. A module in the TY class of bioinformatics is conducted on the same. Other teaching aids include Over Head projector and LCD. These help us to give students additional inputs via movies, animations, PowerPoint presentations, etc.

Students are given special assignments and seminars by each teacher of the department in order to improve their confidence and presentation skills.

Students maintain a notice board outside the Laboratory by putting articles from newspapers and magazines related to their subject.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Dr A Ashtekar is in the Ragging Prohibition Committee, College Social Responsibility Cell, Mahila Dakshata Samiti

35. SWOT analysis of the department and Future plans

Strengths:

- Experienced staff with PG recognition actively involved in Research
- Academic excellence

- Meritorious students
- Good scope of the subject
- Well equipped lab
- Weakness/Challenges:

Weakness:

- Space constraints

Opportunities:

- PG and PhD programs
- Laboratory recognition
- Industrial tie ups

Threats:

- Competition from professional courses

Future plans:

- Start MSc program- by papers
- Lab recognition for MSc and PhD
- Department members to actively engage in research

1. **Name of the Department:** BMM
2. **Year of Establishment:** 2002
3. **Names of Programmes/Courses offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, etc.):** BMM
4. **Names of Interdisciplinary courses and the departments/units involved:** NIL
5. **Annual/ semester/choice based credit system (programme wise):** CBSGS
6. **Participation of the department in the courses offered by other departments:** NIL
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** NIL
8. **Details of courses/programmes discontinued (if any) with reasons:** NIL

9. **Number of Teaching posts**

	Sanctioned	Filled
Professors	0	0
Assoc. Prof.s	0	0
Asst Professors	0	2*

* Unaided posts

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /PhD./M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience
Dr S. Varalakshmi	MA, PhD	Coordinator	Journalism, Marketing	20 years
Naziya Khan	BMM, MACJ	Asst. Prof.	Journalism, Marketing	4

11. **List of senior visiting faculty**

- i. Mrs V.R. Balaporia
- ii. Mrs Nandini Sardesai
- iii. Mr Dhaval Gandhi
- iv. Mr Haneef Lakdawala
- v. Mr Prathik Gandhi

- vi. Mr Murlidharan
- vii. Mr Aritra Bhattacharya
- viii. Ms Sharana Jhangiani
- ix. Mr Priyanko Sarkar
- x. Mr Rohan Joshi
- xi. Mr Nikhil Taneja
- xii. Mr Tanuj Parakh
- xiii. Mr Sapan Varma
- xiv. Ms Sucheta Gandhi
- xv. Ms Madhulika Verma
- xvi. Ms Asha Talapatra
- xvii. Mr Avadesh Yadav
- xviii. Ms Krutika Berawala
- xix. Mr Farhan Syed
- xx. Mrs Yasmeen Hashmatullah
- xxi. Mr Neil Joshi
- xxii. Mr Rohan Victor
- xxiii. Mr Deepanshu
- xxiv. Mr Alan Collaco
- xxv. Mr Floyd Gracias
- xxvi. Ms Hoori Shah
- xxvii. Mr V Gangadhar

12. **Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:** NA
13. **Student-Teacher Ratio (programme wise):** 60:1
14. **Number of academic support staff (technical) and administrative staff; sanctioned and filled:** 03 (Shared by BMS, BAF, BBI, BFM and BMM)
15. **Qualifications of teaching faculty with DSc/ D.Litt/ PhD/ MPhil/PG:**
PhD: 1 PG: 2
16. **Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:** NIL
17. **Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:** NIL
18. **Research Centre /facility recognized by the University:** NIL
19. **Publications:** NIL

20. Areas of consultancy and income generated: NIL

21. Faculty as members in: Nil

a) **National committees** b) **International Committees** c) **Editorial Boards:**

22. Student projects

a) **Percentage of students who have done in-house projects including inter departmental/programme:** 100%

b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:** NIL

23. Awards/Recognitions received by faculty and students:

Prof. Dr S. Varalakshmi and the BMM Department received the Lokmat National Education Leadership Award for the best Industry Related Curriculum in Communications.

24. List of eminent academicians and scientists/visitors to the department:

- i. Mrs V.R. Balaporia
- ii. Dr Nandini Sardesai
- iii. Mr Dhaval Gandhi
- iv. Dr Haneef Lakdawala
- v. Mr Prathik Gandhi
- vi. Mr Murlidharan
- vii. Mr Aritra Bhattacharya
- viii. Ms Sharana Jhangiani
- ix. Mr Priyanko Sarkar
- x. Mr Rohan Joshi
- xi. Mr Nikhil Taneja
- xii. Mr Tanuj Parakh
- xiii. Mr Sapan Varma
- xiv. Ms Sucheta Gandhi
- xv. Ms Madhulika Verma
- xvi. Ms Asha Talapatra
- xvii. Mr Avadesh Yadav
- xviii. Ms Krutika Berawala
- xix. Mr Farhan Syed
- xx. Mrs Yasmeen Hashmatullah
- xxi. Mr Neil Joshi
- xxii. Mr Rohan Victor
- xxiii. Mr Deepanshu
- xxiv. Mr Alan Collaco

- xxv. Mr Floyd Gracias
 xxvi. Ms Hoori Shah
 xxvii. Mr V Gangadhar

25. Seminars/ Conferences/Workshops organized and the source of funding:

- a) National: Nil b) International: Nil

26. Student profile programme/course wise (refer question no. 4): NA

27. Diversity of Students

Name of the course	% of students from the same state	% of students from other States	% of students from abroad
BMM 2010	47	11	5
BMM 2011	58	8	2
BMM 2012	48	14	1
BMM 2013	41	18	1
BMM 2014	98	39	1

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? NIL

29. Student progression

Student progression	Against % enrolled
UG to PG	20%
PG to MPhil	-
PG to PhD.	-
PhD to Post-Doctoral	-
Employed	
• Campus selection	5%
• Other than campus recruitment	75%
Entrepreneurship/Self-employment	-

30. Details of Infrastructural facilities:

- a) Library: 41
 b) Internet facilities for Staff and Students: Available
 c) Class rooms with ICT facility: Available
 d) Laboratories: NA

31. Number of students receiving financial assistance from college, university, government or other agencies:

Annexure XIV - Freeships and Scholarships (Page No. 397)

32. Details on student enrichment programmes (special lectures/workshops /seminar) with external experts: NA

33. Teaching methods adopted to improve student learning

Special Courses for First Year students in Editing and Filmmaking, also, mentoring, industry-based projects, Documentary making for the subject Contemporary Issues for Third Year Students.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Collaborating with NGOs as a part of Social Responsibility Activity during the annual department festival Detour

35. SWOT analysis of the department and Future plans

Strengths:

- Quality Faculty professionals as guests and visiting faculty
- Projects related to the industry
- A very good placement cell
- Regular university toppers
- Short term programs in theatre, stand-up comedy and photography

Weakness/challenges:

- Limited administrative staff
- Syllabus not updated

Opportunities:

- First year students taught filmmaking and editing that is not in the syllabus
- Management, PR and organizational skills of students: DETOUR - inter college media fest
- Writing and creative design skills: ECLECTIC Express (Dept. magazine)
- Make student industry employable
- Tie ups with foreign universities: Bournemouth (UK) and Canadian Universities

Threats:

- Autonomous Colleges
- Colleges with PG

Future plans:

- A proposed course in international relations (certificate course), Photography, Theatre, Brand Building.
- Authentication/acknowledgment for suggestions given to BOS
- Alumni Feedback
- Parent's feedback - Prototype has to be implemented throughout the college

1. **Name of the Department:** BMS
2. **Year of Establishment:** 1999
3. **Names of Programmes/Courses offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, etc.):** UG
4. **Names of Interdisciplinary courses and the departments/units involved:** NIL
5. **Annual/ semester/choice based credit system (programme wise):**
CGSBS
6. **Participation of the department in the courses offered by other departments:**
Department of History conduct non credit certificate course on 'International Relation' till 2014
BMS student participate in "Elementary course in Entrepreneurship" and "Advance course in Entrepreneurship"
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:**
2012 Non Credit certificate course in MS-Excel Industry perspective
8. **Details of courses/programmes discontinued (if any) with reasons:**
Non Credit certificate course in MS excel Not conducted in the year 2013 - 14 due to non availability of required infrastructure

9. **Number of Teaching posts**

	Sanctioned	Filled
Professors	0	0
Assoc. Prof.s	0	0
Asst Professors	0	03*

* unaided

10. **Faculty profile with name, qualification, designation, specialization, (DSc/D.Litt./PhD./M. Phil. etc.,)**

Name	Qualification	Designation	Specialization	No. of Years of Experience
Dr Rakhi Sharma	PhD, MBA, UGC NET	Coordinator		12
Ms Shilpa More	M.A.(Economics)	Asst. Prof.		07
Mr Rohan Korgaonkar	M.M.S.(Finance) UGC NET	Asst. Prof.		04

11. List of senior visiting faculty

- i. Dr Arun Poojari
- ii. Dr Vinay Pandit
- iii. Mr Archit Kejriwal
- iv. Mr Arun Maurya
- v. Mr Craig Trevasso
- vi. Mr Dushyant Kawdikar
- vii. Mr Faraz Potia
- viii. Mr Hemant Kombrabail
- ix. Mr Jaimit Doshi
- x. Mr Jimmy Wankadia
- xi. Mr Kishu L.Daswani
- xii. Mr Malcolm Homavazir
- xiii. Mr Moiz Lakdawalla
- xiv. Mr Nimish Thakore
- xv. Mr Rahul Munot
- xvi. Mr Kishu L.Daswani
- xvii. Mrs Romita Wadhvani
- xviii. Ms Aazmeen Kasad
- xix. Ms Adarsh Suri
- xx. Ms Asha Talapatra
- xxi. Ms Hoori Shah
- xxii. Ms Kanupriya Sharma
- xxiii. Ms Kripa Kalro
- xxiv. Ms Mrudul Bapat
- xxv. Ms Neha Bhandari
- xxvi. Ms Priti Parikh
- xxvii. Ms Ria Jaiswal
- xxviii. Ms Sana Navsariwala
- xxix. Ms Simmin Bawa
- xxx. Ms Yasmeen Singaporewala

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty

Percentage of lectures delivered by temporary faculty=53.13%
Percentage of practical classes handled= 3.13%

13. Student-Teacher Ratio (programme wise):100:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: 03 (Shared by BMS, BAF, BBI, BFM and BMM)

**15. Qualifications of teaching faculty with DSc/ D.Litt/ PhD/ MPhil/PG:
PhD: 01, PG: 3**

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NA

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:NA

18. Research Centre /facility recognized by the University: NA

19. Publications:

*** a) Publication per faculty**

*** Number of papers published in peer reviewed journals (national/ international) by faculty and students:**

Dr Rakhi Sharma

A Research Paper presented in International Conference at Symbiosis Centre for Management Studies on “Developing Family Business members as Family Business Managers” with reference to the role of education and training on development of family managed businesses in India is accepted for publication

20. Areas of consultancy and income generated: NIL

21. Faculty as members in: Nil

a) National committees b) International Committees c) Editorial Boards:

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme: 100%

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: 90%

23. Awards/Recognitions received by faculty and students:

2010 - 11

1. Neha Bhandari - 5th Rank (85%)(University Rank)
2. Tanushree Sanghvi - 5th Rank (85%)
3. Sneha Amarnani - 9th Rank (84.42%)

2012 - 13

1. Radhika Kajaria (85.33%) and Sanaya Sawkar (84.17%) securing 4th rank and 9th rank respectively in the University of Mumbai.
2. Google Student Ambassador - Tushar Badjate (SYBMS),
3. Winner of Collegepreneur Award - Yash Chandiramani (FYBMS)

4. Kajaria Radhika - 85.33% (4th Ranker)
5. Sawkar Sanaya - 84.17% (10th Ranker)
6. Yash Chandiramani was invited to Somaiya College to lecture the MBA students on Young Entrepreneurship and opportunities in the entertainment industry.

2013 - 14

- Vibhav Parikh: Presented Research Paper on “Financial Counsellor System” at National Conference. The paper has been published.
- Tushar Badjate & Shradha Shahani (TYBMS): Among the Top 30 in India to get selected for the Google Ad camp held at Google Headquarters, Hyderabad.
- Yash Dugar (TYBMS) and Shriyans Bhandari (SYBMS): Shortlisted in Empresario - an entrepreneurial event held at the Entrepreneurship Development Institute of India, Ahmedabad. It aims at connecting budding entrepreneurs with venture capitalists, Angel investors, Bankers etc.
- Shriyans Bhandari (SYBMS): Published book Birds of Aravallis- in Dec, 2013. It is in association with Rajasthan Tourism and has been edited and designed by Bombay Natural History (BHNS) India.
- Naina Malani and Rushabh Vora (SYBMS): Chosen as Nielson Campus Ambassadors for Jai Hind College.
- Aditya Shah (SYBMS): Won the “Best President-Secretary” award at R.I. District 3140.
- Tilak Shah (FYBMS): Won “I lead India”- The Times of India Campaign.

Student Entrepreneurs

1. Yash Chandiramani (SYBMS): Founder of Whiteknight Entertainment and Hospitality Services.
2. Aditya Shah (SYBMS): Trioka Entertainment-Event Management company
3. Shriyans Bhandari (SYBMS)-Running Slippers-Innovation in recycling shoes. Selected in EDI-NEN Launch pad Challenge 2014. Two design patents for KADAM BY KADAM
4. Sharan Goyal (SYBMS)- Space bags - start up entrepreneurial venture, which deals in customized bean bags.

24. List of eminent academicians and scientists/visitors to the department: Refer point no. 11

25. Seminars/ Conferences/Workshops organized and the source of funding:

- a) National: Nil b) International: Nil

26. Student profile programme/course wise (refer question no. 4): NA

27. Diversity of Students

Name of the course	% of students from the same state	% of students from other States	% of students from abroad
2014	69.33	30.66	0.007
2013	73.10	26.90	Nil
2012	68.18	31.82	Nil
2011	90.48	9.52	Nil
2010	76.47	23.53	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? NA

29. Student progression

Student progression	Against % enrolled
UG to PG	30
PG to MPhil	
PG to PhD.	
PhD to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	30
Entrepreneurship/Self-employment	40

30. Details of Infrastructural facilities

- Library:** 109
- Internet facilities for Staff and Students:** Available
- Class rooms with ICT facility:** Available
- Laboratories:** NA

31. Number of students receiving financial assistance from college, university, government or other agencies

Year	Sr. No.	Name of the Student
2011 - 12	1	Chandni Tomar
	2	Sonal Merchant
	3	Aditi Merchant
	4	Pooja Vaidya
	5	Pradnya Wadia
2012 - 13	1	Aditi jain
	2	Akshata bangera
	3	Hozefa Sanwari
2013 - 14	1	Vinayak Bhandari
	2	Shriyans Bhandari
	3	Grishma Kanuga

32. Details on student enrichment programmes (special lectures/workshops /seminar) with external experts

2010 - 11

- M.B.A. as a career path Mr Parag Chitale, CPLC
- Workshop on Oral Communication Skills Mr Craig Travasso
- Workshop on International Finance Mr Govind Sowani
- Workshop on Conflict Resolution Mr K. L. Daswani

2011 - 12

- “Being Effective” by Mr Craig Trevasso
- “Photoshop Workshop” by Prof. Harbir Singh
- “Conflict Resolution and Negotiation Skills” by Prof Daswani
- Workshop on “Group Discussion And Personal Interview” by Mr Craig Trevasso
- Workshop on “International Finance” by Prof. Govind Sowani
- Guest lecture on “Stock Trading” by Mr Aditya Damani

2012 - 13

- “Being Effective” by Mr Craig Trevasso.
- Workshop on “Group Discussion And Personal Interview” by Mr Craig Trevasso.
- Guest lecture on ‘Innovations in the Banking Sector’ by Ms Chitra Pandya (Country head Yes bank) and Mr.Rahul Bajaj (General Manager Yes Bank).
- Workshop on Corporate Taxation by Mr Mayur Desai (C.A.).
- Symposium on Budget Analysis moderated by Mr Moiz Lakdawalla

2013 - 14

- Workshop on Oral Communication skills- “Being Effective”
- Individual feedback session by Industry Expert-
- Open Book Exam was conducted for SYBMS in the subject of Public Relations Management
- FYBMS SEM II- Career guidance workshop- India and Abroad-by Job Insight
- Industrial and plant visit for better development of certain techniques and concepts.

2014 - 15

- “Being Effective” by Mr Craig Travasso.
- Career guidance India and abroad by Career InSight.
- “Leaders born or made”- (Glen Gerreyn,Oxygen factory Australia)
- Workshop on “Group Discussion And Personal Interview” by Mr Craig Travasso

33. Teaching methods adopted to improve student learning

Management games, simulation, role play, live projects, technology enabled teaching and technology assisted teaching, court visit for business law, Debates and discussions, summer internships, Industrial visits. Inter collegiate BMS festival TALAASH.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Special emphasis on the Social Responsibility towards Society Achieved through Social causes done by BMS students every year through the Intercollegiate festival TALAASH

35. SWOT analysis of the department and Future plans

Strengths:

- Faculty
- Talaash: Jai Hind BMS festival
- Summer Internships
- Experiential Learning - Technology enabled teaching
- Alumni

Weakness:

- Dependence on Visiting Faculties
- Hostel Accomodation

Opportunities:

- Collaboration with Foreign Universities
- Post Graduate Program
- Value added intensive courses - Family Managed Businesses, Entrepreneurship

Threats:

- Autonomous courses

Future plans:

- To make the Jai Hind BMS students the top choice of the employers.
- To position Jai Hind BMS as the right mix of academic and extra-curricular activities.
- To increase the usage of case study methodology
- To induct more non-credit courses as per the requirements of the industry.

1. **Name of the Department:** Botany
2. **Year of Establishment:** 1949
3. **Names of Programmes/Courses offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, etc.):** UG, PG By Research, PhD
4. **Names of Interdisciplinary courses and the departments/units involved:** NIL
5. **Annual/ semester/choice based credit system (programme wise):** CBSGS
6. **Participation of the department in the courses offered by other departments:** NA
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** NIL
8. **Details of courses/programmes discontinued (if any) with reasons:** NIL

9. Number of Teaching posts

	Sanctioned	Filled
Professors	-	-
Assoc. Prof.s	0	2
Asst Professors	5	3

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /PhD./M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of PhD Students guided for the last 4 years
Dr A Joshi	PhD	Assoc. Prof.	Fungi and Environmental Botany	31	2
Dr S Godbole	PhD	Assoc. Prof.	Cytogenetics	18	-
Dr K Chawla	PhD	Asst. Prof.	Ecology and Pteridophytes	12	-
Dr D Chachad	PhD	Asst. Prof.	Taxonomy and Pharmacognosy	5.5	-
Dr P Rane	PhD	Asst. Prof.	Environmental Botany	1.5	-

Dr B Tamhane	PhD	Assoc. Prof.		.31	2
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- 11. List of senior visiting faculty:** NIL
- 12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:** NA
- 13. Student-Teacher Ratio (programme wise):**
 FYB.Sc 20:1 SY& TY BSc 1:1
- 14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:**
 Lab Assistants: 2 Lab Attendants: 4
- 15. Qualifications of teaching faculty with DSc/ D.Litt/ PhD/ MPhil/PG:**
 PhD: 5, PG: 5
- 16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:** NIL
- 17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:**
 None
- 18. Research Centre /facility recognized by the University:** None
- 19. Publications:**
- * a) Publication per faculty**
- * Number of papers published in peer reviewed journals (national/ international) by faculty and students -**
1. Payal Rane, Ambika Joshi and Udhav Zarekar Noise: An Environmental Issue, Dynamics of cities and regions; Development strategies and Environmental issues in contemporary India, University of Mumbai, Jan 2010(Jan 2010. ISBN No. 978-93-83105-99-1
 2. Payal Rane and Ambika Joshi Noise Mapping: A Total Case Study of Greater Mumbai Different strokes: TAF Journal, Jai Hind College, 2011. ISSN 2249-7471(2011)
 3. Ambika Joshi, Payal Rane, Nitesh Joshi,. Monitoring Noise Levels of Vehicular traffic on Mumbai Roads. International journal of Research ISSN 2231-6124, (2012)

4. Payal Rane, Ambika Joshi and Nitesh Joshi Study of noise levels in Mumbai on diwali festival day and night time. International journal of environmental Sciences. Vol 1(4):pp348-353.ISSN:2249-2127(Jan, 2012).
5. Nitesh Joshi and Ambika Joshi Dust monitoring potentials of ruderal vegetation of Mumbai Journal of Industrial Pollution Control. paper accepted (2013).
6. Ambika Joshi, Vishwas Deshmukh, Nitesh Joshi, and Payal Rane. Studies on foliar sound absorption capacities of urban trees by impedance tube method Pollution research 32 Vol 3 pg 563-567 2013. ISSN: 0257-8050 (2013)
7. Faqih AG, Joshi NC, Joshi AN Screening of Urban plants for monitoring dust in Mumbai; Annals Of Plant Sciences, ISSN: 2287-688X (2014)
8. Joshi Nitesh, Bist Bharati, Mule Prachiti, Joshi Ambika Importance Of Common Roadside Plants as Dust Collectors in Tarapur Industrial Area; International Research Journal of Science and Engineering, 2014, vol 2(2): 31-36; ISS N: 2322-0015 (2014);
9. Joshi Nitesh and Joshi Ambika Urban Tree Canopy Analysis; Pollution Research Article-29, Poll RES. 33(2): 1-5 (2014) Em International; ISSN: 0257-8050, 2014
10. Joshi Nitesh, Joshi Ambika, Faquih Alkama Phytomonitoring of Dust using *Pedilanthus tithymoloides* Poit; International Journal of Research, vol 3, no 2. 62-64. ISSN NO: 2231-61422014
11. Mule Prachiti, Joshi Nitesh, Bist Bharati and Joshi Ambika Study of Fluctuating Noise Levels in Palghar; Pollution Research Article-32, Poll RES. 33(2): 1-6 (2014) Em International. ISSN:0257-80572014
12. Joshi Nitesh, Bist Bharati, and Joshi Ambika Elemental Composition of Foliar Dust from Tarapur Industrial Area in Maharashtra. International conference on “Emerging Trends and Challenges in Science and Technology (ETCST-2014)” organized by Bionano Frontier and ISST in association with Sinsil International Ltd., A.D. Instruments, Bangkok 2014
13. Bist Bharati, Joshi Nitesh, Joshi Ambika and Mule Prachiti Phytomonitoring Industrial Area Of Tarapur Using *Tithonia Diversifolia*.. International conference on “Emerging Trends and Challenges in Science and Technology (ETCST-2014)” organized by Bionano Frontier and ISST in association with Sinsil International Ltd, A.D. Instruments, Bangkok 2014
14. Joshi Ambika and Joshi Nitesh Bioremediation Potentials Of *Ipomoea Carnea* With Respect To Chromium. International conference on “Emerging Trends and Challenges in Science and Technology (ETCST-2014)” organized by Bionano Frontier and ISST in association with Sinsil (International Ltd., A.D. Instruments, Bangkok. 2014

15. Rane Payal P., Joshi Ambika N., Joshi Nitesh C., Studies On Foliar Sound Absorption Capacities of Some Indoor Plants By Impedance Tube Method. International conference on “Emerging Trends and Challenges in Science and Technology (ETCST-2014)” organized by Bionano Frontier and ISST in association with Sinsil International Ltd., A.D. Instruments, Bangkok. 2014
 16. Mule Prachiti, Joshi Nitesh, Joshi Ambika, Bist Bharati Tree Inventorization Along A Primary Road Using GPS Technique. International conference on “Emerging Trends and Challenges in Science and Technology (ETCST-2014)” organized by Bionano Frontier and ISST in association with Sinsil International Ltd., A.D. Instruments, Bangkok. 2014
 17. Kalgutkar Anudnya, Joshi Ambika, Joshi Nitesh Quantitative Analysis Of Diversity Of Sanjay Gandhi National Park (SGNP) By Transect Method. International conference on “Emerging Trends and Challenges in Science and Technology (ETCST-2014)” organized by Bionano Frontier and ISST in association with Sinsil International Ltd., A.D. Instruments, Bangkok. 2014
 18. Joshi Ambika, Kalgutkar Anudnya, Joshi Nitesh Diversity of Sanjay Gandhi National Park in Disturbed and Undisturbed habitat; Annals of Plant Sciences, 2014; 3 (11), Pg. No. 873-877.
 19. Devangi Chachad Critical pharmacognostic evaluation of rhizomes of Curcuma zedoaria Rosc. International J of Biotechnology and Biosciences Vol 2 (1) 2012, pg 110-113 ISSN 2231-0304
- 20. Areas of consultancy and income generated:** Environmental Science and Medicinal Plants (Honorary work for Ayurvedic Medical College)
- 21. Faculty as members in:** Nil
- a) National committees b) International Committees c) Editorial Boards:**
- 22. Student projects**
- a) Percentage of students who have done in-house projects including inter departmental/programme:** None
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies:** None
- 23. Awards/Recognitions received by faculty and students:**
- * Dr Ambika Joshi/ Dr Payal Rane Jan, 2011 3rd Prize, Nation Seminar Vision 2025 Patkar College, Mumbai
 - * Dr Ambika Joshi/ Dr Payal Rane Dec, 2011 1st Prize, Proceedings of annual research meet in biotechnology, environmental sciences, and

- phytochemicals.10th dec.2011. Jai Hind college
- * Gremilda Almeida 2010 - 11 Biojewellery at Rizvi College
 - * Shreya Bari/ Sharmeen Ansari 2012 - 13 Biojewellery at Mithibai College
 - * Sana Sheikh/ Aarti Jain 2013 - 14 Bottle Garden making at Mithibai College

24. List of eminent academicians and scientists/visitors to the department:

1. Dr Meenakshi Vaidya, Mithibai College
2. Dr Vijay Kumar, Wockhardt

25. Seminars/ Conferences/Workshops organized and the source of funding:

a) National: 2 **b) International:** Nil

2010 - 11: The Departments of Biological Sciences collectively hosted a seminar "Planet earth.. Take care... Take charge..."

2011 - 12: The Konark Research Meet held in Dec 2011 was a joint effort of Departments of Biotechnology, Botany and Life Sciences

26. Student profile programme/course wise (refer question no. 4): NA

27. Diversity of Students

Name of the course FYBSc	% of students from the same state	% of students from other States	% of students from abroad
Botany 2010 - 11	96.3	3.7	0
Botany 2011 - 12	100	0	0
Botany 2012 - 13	86.77	13.23	0
Botany 2013 - 14	97.15	2.85	0
Botany 2014 - 15	96.1	3.9	0

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? None

29. Student progression

Student progression	Against % enrolled
UG to PG	60%
PG to MPhil	None
PG to PhD.	None
PhD to Post-Doctoral	None
Employed • Campus selection • Other than campus recruitment	N.A
Entrepreneurship/Self-employment	10%

30. Details of Infrastructural facilities:

- a) **Library:** Main Library 2701 subject related books of which 205 books purchased from 2010
Departmental library 390 books
- b) **Internet facilities for Staff and Students:** Yes
- c) **Class rooms with ICT facility:** Yes
- d) **Laboratories:** 3

31. Number of students receiving financial assistance from college, university, government or other agencies:

Annexure XIV - Freeships and Scholarships (Page No. 397)

32. Details on student enrichment programmes (special lectures /workshops /seminar) with external experts: None

33. Teaching methods adopted to improve student learning: Field visits, educational videos, quizzes, word search etc

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Rainwater harvesting, waste disposal by micro-organisms

35. SWOT analysis of the department and Future plans

Strengths:

- All the staff members are PhD. and actively involved in research
- Dr Sangeeta Godbole is a senate member of University of Mumbai

Weakness:

- Lack of proper infrastructure with respect to availability of space for research activity

Opportunities:

- To start various short term certificate courses in Horticulture.

Threats:

- At SY level, there is only one subject combination with Botany, i.e. Botany - Chemistry

Future plans:

- To guide PhD students
- To start MSc program
- To start short-term add-on courses

1. **Name of the Department:** Business Law
2. **Year of Establishment:** 1981
3. **Names of Programmes/Courses offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, etc.):** CBSGS
4. **Names of Interdisciplinary courses and the departments/units involved:** Nil
5. **Annual/ semester/choice based credit system (programme wise):** CBSGS
6. **Participation of the department in the courses offered by other departments:** NIL
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** NIL
8. **Details of courses/programmes discontinued (if any) with reasons:** NIL

9. Number of Teaching posts

	Sanctioned	Filled
Professors	0	0
Assoc. Prof.s	0	0
Asst Professors	01	01

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./PhD./M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience
Ashok Kotangale	BSc, LLB, MBA, LLM, SET	Part Time Asst. Prof.	Taxation, Educational matters, Civil, Criminal, Constitutional matters, allied laws and Public Interest Litigation.	23 years
Beena Kapadia	BA, LLB	CHB	Taxation, Education	8 years

11. List of senior visiting faculty: NIL

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 40% lectures that is 5 out of 16 lectures taken by temporary faculty

- 13. Student-Teacher Ratio (programme wise):**225:1
- 14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:** NA
- 15. Qualifications of teaching faculty with DSc/ D.Litt/ PhD/ MPhil/PG:**
PG 2
- 16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:** NIL
- 17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:**NIL
- 18. Research Centre /facility recognized by the University:** NA
- 19. Publications:** NA
- 20. Areas of consultancy and income generated:** NIL
- 21. Faculty as members:** NIL
- 22. Student projects:** NA
- a) **Percentage of students who have done in-house projects including inter departmental/programme**
- b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:**
- 23. Awards/Recognitions received by faculty and students**
Faculty
- i. "The Diwan Bahadur and Mrs R.M. Bise Prize" for the year 1993 awarded for securing the highest Number of marks in the paper of "Taxation Law" at the LL.M. Degree Examination held in May 1993.
- ii. "Galib Ratna" Purskar in the Year 1998 by IDBI SC/ST Association for social work and Legal aid.
- 24. List of eminent academicians and scientists/visitors to the department:**NIL
- 25. Seminars/ Conferences/Workshops organized and the source of funding:**NIL
- 26. Student profile programme/course wise (refer question no. 4):** NA

- 27. Diversity of Students:** Annexure XIII (Page No. 396)
- 28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?** NIL
- 29. Student progression:** Not applicable
- 30. Details of Infrastructural facilities:**
- a) **Library:** 51 Books
 - b) **Internet facilities for Staff and Students:** Common facilities in Library
 - c) **Class rooms with ICT facility:** All 4 lecture rooms have ICT
 - d) **Laboratories:** NA
- 31. Number of students receiving financial assistance from college, university, government or other agencies:**
Annexure XIV - Freeships and Scholarships (Page No. 397)
- 32. Details on student enrichment programmes (special lectures/workshops /seminar) with external experts:** NIL
- 33. Teaching methods adopted to improve student learning**
Moot Court Sessions, Visit to High Court for live court sessions, Class Room topic based debates
- 34. Participation in Institutional Social Responsibility (ISR) and Extension activities:** NIL
- 35. SWOT analysis of the department and Future plans**
- Strengths:
- Professional Faculty with insight of Legal Methodolgy
- Weaknesses:
- Limited time to generate deeper insight into the subject due to vast syllabus
- Opportunities:
- Parallel CPT guidance with Business law subject at SYBcom
- Threats:
- No Upgradation of the Syllabus
- Future plans:**
- To start short term certificate course in Business law for BCom students

1. **Name of the Department:** Chemistry
2. **Year of Establishment:** 1949
3. **Names of Programmes/Courses offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, etc.):**
 - a. UG - B.Sc. Chemistry (6 units)
 - b. PG - MSc by Papers in three branches (Physical, Inorganic and Organic Chemistry)
 - c. MSc by Research in one branch (Analytical Chemistry)
4. **Names of Interdisciplinary courses and the departments/units involved:** None
5. **Annual/ semester/choice based credit system (programme wise):** UG and PG: CBSGS (in a phased manner)
6. **Participation of the department in the courses offered by other departments:** None
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** None
8. **Details of courses/programmes discontinued (if any) with reasons:** None

9. **Number of Teaching posts**

	Sanctioned	Filled
Professors	Nil	Nil
Assoc. Prof.s	Nil	Nil
Asst Professors	10	08

10. **Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./PhD./M. Phil. etc.,)**

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of PhD Students guided for the last 4 years
Dr BKN Singh	MSc, PhD	Asst. Prof.	Organic	21	1 Since 2013 - 14
Dr Shipra Biswas	MSc, MPhil, BEd, PhD	Asst. Prof.	Inorganic	14	None
Dr Sreela Dasgupta	BSc (Hons), MSc, BEd, PhD	Asst. Prof.	Organic	13	None
Dr Rita Sharma	MSc, PhD	Asst. Prof.	Inorganic	12	None

Dr Sangeeta Parab1	MSc, PhD	Asst. Prof.	Analytical	11	None
Dr Supriya Deshmukh	MSc, PhD	Asst. Prof.	Analytical	10	None
Dr Sajith Chandran	MSc, PhD	Asst. Prof.	Analytical	4	None
Mr G. Ganesan	MSc, NET	Asst. Prof.	Organic	3	None

11. List of senior visiting faculty: None

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: None

13. Student-Teacher Ratio (programme wise):

- a. 2010 - 11; 2011 - 12; 2012 - 13
B.Sc. FY - 15:1; SY 10:1; TY 1:1
PG level: 1:1
- b. 2013 - 14
B.Sc. FY - 15:1; SY - 11:1; TY - 1:1
PG level: 1:1
- c. 2014 - 15
B.Sc. FY - 18:1; SY - 11:1; TY = 2:1
PG level: 1:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:

Lab attendants	Sanctioned - 08	Filled - 08
Lab assistants	Sanctioned - 02	Filled - 02

15. Qualifications of teaching faculty with DSc/ D.Litt/ PhD/ MPhil/PG:

PhD: 7, MPhil: 1, PG: 8

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

2010 - 11: One - Dr Sangeeta Parab - Minor Research project by University of Mumbai - 'Interaction of Hydroxyurea with some Transitional Elements' - Grant amt Rs33,375/-

2011 - 12: One - Dr Sajith Chandran - University Minor Research Project 'Synthesis and Investigation of Biologically Heterocyclophanes as Anticancer Drug candidates and Drug vehicles'. University of Mumbai - Minor Research project - Grant amt - Rs 32, 000/-

2012 - 13: One - Dr Sangeeta Parab - Minor Research project by UGC 'Regulation of L-Arginine - Transition metal Intercalations by Different Analytical Parameters' Grant amt Rs 1,60,000/-

2013 - 14: Two -

Dr Sangeeta Parab - Minor Research project by UGC 'Regulation of L-Arginine - Transition metal Intercalations by Different Analytical Parameters' Grant amt Rs 1,60,000/-

Dr Sreela Dasgupta - Minor Research project by UGC 'Study of Structure Activity Relationship for Antimicrobial Activity of Acyclic Azines' Grant amt Rs 1,40,000/-

2014 - 15 - One - Dr Sreela Dasgupta - Minor Research project by UGC 'Regulation of L-Arginine - Transition metal Intercalations by Different Analytical Parameters' Grant amt Rs 1,40,000/-

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:

2010 - 11:

One - University of Mumbai - Minor Research project - Grant amt - Rs 33,375/-

2011 - 12:

One - University of Mumbai - Minor Research project - Grant amt - Rs 32,000/-

2012 - 13:

One - UGC- Minor Research project - Grant amt - Rs 1,60,000/-

2013 - 14:

One - UGC- Minor Research project - Grant amt - Rs 1,40,000/-

One ongoing UGC- Minor Research project - Grant amt - Rs 1,60,000/-

2014 - 15:

One ongoing UGC- Minor Research project - Grant amt - Rs 1,40,000/-

18. Research Centre /facility recognized by the University: None

19. Publications:

*** a) Publication per faculty**

2010 - 11:

Two - Dr Sajith Chandran

1. 'Synthesis of Novel Cryptates based on Triazole motif: A Regioselective approach' -

Synthetic Communications, 41:12, 2011, 1858 (ISSN: 0039-7911)

2. 'Novel Synthesis of 1,2,4-Triazolophanes and 1,3,4-Oxadiazolophane: A Dieckmann Condensation approach'. J.Hetero.Chem., 2011, 729 (ISSN: 1943-5193)

2012 - 13:

Two - Dr Sangeeta Parab

1. "Determination of certain toxic metals in different cosmetic creams employing Flame Atomic Absorption Spectrophotometry" - Different Strokes - Published Volume: 3; July, 2013; 76-84; ISSN: 2249-7471

2. 'Comparison of L-Arginine and Hydroxyurea interactions with transitional metal ions' - Accepted - Research and reviews: Journal of Chemistry

2013 - 14:

Dr Sangeeta Parab:

National Seminar: "Green Chemistry: A Route to Sustainable Development." - 3rd December, 2014 Maharshi Dayanand College, Parel

Title of Paper: 'Physicochemical and Heavy Metal Evaluation of Water Sources as an Effect of Ganesh idol Immersion in Nalasopara region'

Paper Published: 'Determination of Certain Toxic metals in Different Cosmetic Creams employing Flame Atomic Absorption Spectrophotometry'- Different Strokes, Volume: 3; July, 2013; pg 76-84 ISSN: 2249-7471

Paper Accepted: 'Comparison of L-Arginine and Hydroxyurea Interactions with Transitional Metal Ions' - Research and Reviews: Journal of Chemistry

Dr Sreela Dasgupta

Title of paper: 'Facile and Convenient Syntheses of the Fused Pyrazopyridoindole Nucleus - Precursor to Several CNS Drugs'

Paper Published: 'Facile and Convenient Syntheses of the Fused Pyrazopyridoindole Nucleus - Precursor to Several CNS Drugs'

Xplore: Xavier's Research Journal; ISSN: 2249 - 1878; Vol. 4 (1); January 2014.

*** Number of papers published in peer reviewed journals (national/international) by faculty and students: Five**

*** Number of papers published in peer reviewed journals (national/international) by faculty and students: None**

20. Areas of consultancy and income generated: None

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards:

Dr Sangeeta Parab Member of International Congress of Chemistry and Environment, Indian Women Scientist Association, Association of Chemistry Teachers, Indian Council of Chemists,

Dr Sreela Dasgupta Member of Association of Chemistry Teachers, Indian Science Congress

Dr Sajith Chandran	Member of Association of Chemistry Teachers
Dr Supriya Deshmukh	Member of Association of Chemistry Teachers, Indian Science Congress
Dr Shipra Biswas	Member of Association of Chemistry Teachers, Indian Science Congress
Mr Gokul Ganesan	Member of Association of Chemistry Teachers

22. Student projects

a) **Percentage of students who have done in-house projects including inter departmental/ programme:** Approx 30%

b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:**

All PG students (2010 - 11, 2011 - 12) completed 3-week training in Pharmaceutical industry as part of their project work in MSc syllabus

23. Awards/Recognitions received by faculty and students:

2010 - 11:

Second Prize in Intercollegiate Essay Competition - Kajal Gupta of SYBSc

Third Prize for Intercollegiate Poster Competition - Chinmay and Shruti Anaokar of SYBSc

2011 - 12:

- Sagar Sharma of TYBSc - overall 1st in Intercollegiate Championships at Ruia and SIES College
- Sagar Sharma, TYBSc and Ankur Awasthy, FYBSc won top honours in “The International Year of Chemistry” celebrations in several Intercollegiate championships at Jai Hind, Ruia, KC, SIES....
- Sagar Sharma, TYBSc scored amongst top three in Intercollegiate Aptitude Test in Chemistry organised by Indian Chemical Society

2012 - 13

- University 2nd position Merit Rank at TYBSc - Sagar Sharma
- Chemistry Aptitude Test by Indian Chemical Society
 - Swati Cheriya (SYBSc) Rank 18
 - Zeba Khan (TYBSc) Rank 29
- Intercollegiate Quiz - XAC fest at St. Xavier’s, KC (Chemistry Association of South Mumbai Colleges) and Jai Hind (Snakes and Ladders)
 - Ankur Awasthi and Sheherazad Pavri 1st Prize

- Treasure Hunt at KC College (Chemistry Association of South Mumbai Colleges)
 - Juhi, Janhavi, Raynah and Sejal 1st Prize
 - Ankur, Sheherazad, Vishal and Aanchal 2nd Prize
- Intercollegiate Power point presentation (Guru Nanak College)
 - Devanshu Panchal 1st Prize

2013 - 14

Ankur Awasthy - TY B.Sc. Represented College and won prizes at Ruia, Sophia and Institute of Chemical Technology; Participated in Aavishkaar

Swati Cheriya - TY B.Sc. Indian Chemical Society Aptitude Test - Percentile: 95.88; Rank: 22

Zeba Khan - MSc (Part I) Taru Lalvani Assistantship for PG student. Indian Chemical Society Aptitude Test - Percentile: 95.06; Rank: 25

2014 - 15

Zeba Khan, Sujan Singh, Divya Patel, Shraddha, Nikisha Kedamani, Shivani Garud

24. List of eminent academicians and scientists/visitors to the department:

Dr A K Srivastava, HOD, University department of Chemistry

Dr Rohit N Vora, Polymer Scientist, USA

25. Seminars/ Conferences/Workshops organized and the source of funding:

a) National: None b) International: None

26. Student profile programme/course wise (refer question no. 4): NA

27. Diversity of Students

Name of the course FYBSc	% of students from the same state	% of students from other States	% of students from abroad
Chemistry 2010 - 11	93.7%	6.3%	-
Chemistry 2011 - 12	100%	-	-
Chemistry 2012 - 13	94%	5%	1%
Chemistry 2013 - 14	95.2%	4.8%	-

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? One - Mr Gokul Ganesan ex TYBSc student (2009 batch) cleared GATE and NET

29. Student progression

Student progression	Against % enrolled
UG to PG	Approx 30%
PG to MPhil	Nil
PG to PhD.	Nil
PhD to Post-Doctoral	Nil
Employed	Nil
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	NA

30. Details of Infrastructural facilities:

- a) **Library:** Main Library: 2871 subject related books of which 95 books purchased from 2010
Departmental Library has 365 books
- b) **Internet facilities for Staff and Students:** Available
- c) **Class rooms with ICT facility:**
- d) **Laboratories:**
FYBSc lab - 1
SYBSc and TYBSc lab - 1
Physical and Analytical Instrumentation lab - 1
MSc lab - 1

31. Number of students receiving financial assistance from college, university, government or other agencies:

Annexure XIV - Freeships and Scholarships (Page No. 397)

32. Details on student enrichment programmes (special lectures/workshops /seminar) with external experts

2011 - 12

- 'Importance of Science' - Lecture by Dr A K Srivastava - HOD, Dept of Chemistry, Univ of Mumbai
- 'Polymer Science' - Lecture by Dr Rohit N Vora, Polymer Scientist, USA

33. Teaching methods adopted to improve student learning

Use of simple experiments in class to explain theoretical concepts

Power point presentations

Poster making and write-ups on the content by students as part of curriculum

Encouragement in literature survey

Use of OHP

Use of Molecular models

Model making by students on abstract concepts

Seminar presentation

Periodic objective worksheets were given to TY and SY BSc students for

paper III to ensure continuous learning
Chemical Society has procured Molecular Models to facilitate learning
Edmodo (educational application on phones and online) for SY B.Sc.
E-notes to TY B.Sc. students
Explaining concepts using apparatus and instruments

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Dr Sreela Dasgupta - Committee member of Institutional Social Responsibility (CSR)

Dr Sangeeta Parab - Committee member of Extension Activities

35. SWOT analysis of the department and Future plans

Strengths:

- All Faculty members qualified as per UGC regulations
- 5 faculty members are recognized PG teachers.
- Research projects Initiated
- Industrial Visits to pharmaceutical companies to highlight scope of the subject
- Summer Internships arranged for Post graduate students
- Undergraduate and post graduate students encouraged to participate in intercollegiate competitions
- 50 % i.e. 4 out of 8 Faculty members are recognized PhD guides by University of Mumbai
- TYBSc performance monitored through periodic tests and assignments and continuous monitoring of attendance
- Biannual Parents-Teachers meeting held for TYBSc to monitor and discuss progress of students
- Annual Snakes and Ladders events held under Chemical Society to develop aptitude in the subject
- The only Science Dept. with MSc - Physical, Inorganic and Organic (by papers) and MSc - Analytical (by research).
- Prominent positions at the university - PG examiners, Moderators and Paper setters, Syllabus revision committee for SYBSc Analytical Chemistry

Weakness:

- Ratio of Faculty Member: Research project- further scope for improvement
- Analytical Chemistry in MSc (II) not available
- Improvement in facilities for MSc Students
- Improvements of facilities for MSc (I) and (II) students with regards to chemicals, books and instruments
- Poor infrastructure for research
- Authentication and Systemization of MSc Workload - for Teaching/

Non-Teaching/Admin

- Laboratory recognition for Doctoral research has not been initiated.

Opportunities:

- Lab recognition for PhD - Organic, Inorganic, Analytical Chemistry.
- MSc In Analytical Chemistry (by papers)
- Industrial collaborations.
- UGC sponsored conference.
- Research projects.
- Application for funds to DST through its FIST program.
- Work towards recognition of the remaining faculty members for PG and PhD

Threats:

- Falling numbers in B.Sc.
- Falling numbers in MSc due to unavailability of PhD courses in the subject.

Future plans:

- Lab recognition for MSc by research for Organic and Inorganic
- MSc (II) by papers in Analytical
- Up gradation of Chemical Society library for post graduate section
- Organization of field trips and industrial visits
- Talks by eminent personalities on 'Scope of Chemistry'
- MSc (II) Analytical Chemistry
- Interdisciplinary research projects
- MSc in Interdisciplinary subjects

1. **Name of the Department:** Commerce
2. **Year of Establishment:** 1980
3. **Names of Programmes/Courses offered (UG, PG, MPhil., PhD, Integrated Masters; Integrated PhD, etc.):** UG, From 2013 PG (Unaided)
4. **Names of Interdisciplinary courses and the departments/units involved:** NA
5. **Annual/ semester/choice based credit system (programme wise):** CBSGS
6. **Participation of the department in the courses offered by other departments:** BA, BFM, BAF
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** NA
8. **Details of courses/programmes discontinued (if any) with reasons:** NA

9. **Number of Teaching posts**

	Sanctioned	Filled
Professors	0	0
Assoc. Prof.s	0	2
Asst Professors	4	2

10. **Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./PhD./M. Phil. etc.)**

Name	Qualification	Designation	Specialization	No. of Years of Experience
S. N. Iyer	MCom, MHRDM	Assoc. Prof.	Mngt. and Marketing	34
Dr Hasina Sayed	PhD, MCom, BEd	Assoc. Prof.	Mngt. and entrepreneurship	25
Nital Kothari	MCom, MPhil, UGC NET	Asst Professor	Mngt. and Finance	4
Ashutosh Saxena	MCom, UGC NET	Asst Professor	Mngt. and Finance	5

11. **List of senior visiting faculty:** NA
12. **Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:** NIL

13. Student-Teacher Ratio (programme wise):

FYBA-50:1 FYBCom -215:1
SYBA-35:1 SYBCom - 120:1
TYBA - 12:1 TYBCom - 170:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: NA

15. Qualifications of teaching faculty with DSc/ D.Litt/ PhD/ MPhil/PG:

PhD: 1, MPhil: 1, PG: 4

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NA

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:NA

18. Research Centre /facility recognized by the University: NA

19. Publications:

Dr H.Sayed:

1. Published an article in TAF journal of Jai Hind college on “Emerging Opportunities for Entrepreneurs in India”

Mr Ashutosh Saxena

1. Published a paper on ‘Recession and Human Resource Mgmt, challenges and strategies’ in International Conference on Recession at Mumbai University on 18th December, 2009.
2. Published paper on ‘Corporate Social Responsibility’ at UGC Sponsored Interstate seminar at M.D.College on 16 - 17th January 2010.
3. Published paper on ‘Corporate Social Responsibility’ a Thakur Institute of Mgmt Studies for seminar on “Paradigm change in Business Environment” on 13th January 2010.
4. Published paper on ‘Ecofriendly audit’ at Chetana College on 21st December organised by MCHI.
5. Published Article in National Magazine ‘Business-Economics’ on ‘Relevance of Corporate Governance’ in July - 08 edition.
Published a paper on ‘Financial Inclusion at MD College in August, 2013
6. Published paper on ‘Role of youth in economic development at Thakur College kandivali in October, 2013.
7. Published paper at UGC sponsored National Seminar at M.D. college, Parel on the theme of ‘Horticulture and Marine Export in India’ on 1st

Dec 2012.

8. Published paper in National Conference at Thakur College, Kandivali on the theme of 'Eco Preneurship' on 20th and 21st November, 2012.
9. Published paper at UGC sponsored National Seminar at M.D.college, Parel on the theme of 'Horticulture and Marine Export in India' on 1st Dec 2012.
10. Published paper in National Conference at Thakur College, Kandivali on the theme of 'Eco Preneurship' on 20th and 21st November, 2012.

Ms Nital Kothari

1. Presented and published the paper at N.M. Attended and published paper at UGC sponsored National Seminar at M.D.college, Parel on the theme of 'Horticulture and Marine Export in India' on 1st Dec 2012.
2. Participated and published paper in National Conference at Thakur College, Kandivali on the theme of 'Eco Preneurship' on 20th and 21st November, 2012.
3. PRESENTED and published paper at MDCollege, on 27th and 28th January, 2012 on the theme of 'Effects of Globalization in India's Services sector: Opportunities and Challenges'
4. Presenting and published the Paper at MGM college, International Conference on the theme of 'Eco Innovation and Green Technology' to be held on 8th -9th March, 2012.
5. Presented and published paper on 'Financial Inclusion at MD College in August, 2013.
6. Presented and published paper on 'Role of youth in economic development at Thakur College kandivali in October, 2013.

20. Areas of consultancy and income generated: NA

21. Faculty as members in: Nil

a) National committees b) International Committees c) Editorial Boards:

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme:

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:

- Interdisciplinary student (B.Com., Bio-Tech.,& BMS) research project in "Marketing Development In The Chemical Industry" was initiated by Mrs Hasina Sayed.
- This research project was sponsored by the President of the Chemical Association Mr Bharat Shah and the scientific

mentorship came from Mr Jeff Taniguchi (Technical Support Scientist), Mr Raj Singh (scientist- Polymers) and Mr Jagjeet Singh (Marketing Manager of GEM Corp).

- United Breweries Plant (Taloja), Pepsico (Chembur), Bidco, and certain other Pharmaceutical Companies were taken up for analysis.
- 16 students were awarded their certification for the successful completion of the research project.
- Another student research project on the Aviation Industry with focus on “GO AIR” was taken up by 3 commerce students to research on the ‘Comparative Analysis And Repositioning Of The Brand Go Air With Respect To Competitive Brand Perceptions In The Aviation Industry Enabling Enhancement Of Its Brand Presence’
- This project was mentored by Mr Aliasgar Merchant (Marketing Manager of GO AIR) and Mrs Hasina Sayed.
- Kimberly nigriel, Cyrus Modi and Zahn Patuck are into ON board training by Dr Hasina Sayed in 2013 - 14. The topic is ‘ Successful marketing is a product of Good Management’

23. Awards/Recognitions received by faculty and students:

Dr Hasina Sayed

- a. Entrepreneurship Mentor: London B.School Goldman sacchs NEN
- b. Entrepreneurship Mentor: Stanford Univ(USA) IIM (B),NEN
- c. TATA first dot mentor for 2012 - 13
- d. Faculty advisor of E-cell -IIT Kanpur
- e. PhD in Business Policy and Planning

24. List of eminent academicians and scientists/visitors to the department:

1. Mr Raj Singh (Application scientist polymer at World Minerals USA) in 2012 - 13
2. Mr Jaff Taniguchi (Application scientist) at Teachnical support at World Minerals USA in 2011 - 12
3. Mr Ali Asgar Marketing Head of Go Air in 2011 - 12
4. Mr Uday Wankawala Mumbai Consultant NEN in 2010 - 11
5. Mr Sameer Deshmukh Ex-Times of India for Filmfare and Accounts director at HANSA events

25. Seminars/ Conferences/Workshops organized and the source of funding: NA

a) National:

b) International:

26. Student profile programme/course wise (refer question no. 4): NA

27. Diversity of Students: Annexure XIII (Page No. 396)

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

Ms Ronica Jain from 2012 - 13 batch has cleared the NET Exam in Commerce in Dec 2013.

29. Student progression

Student progression	Against % enrolled
UG to PG	10%
PG to MPhil.	NA
PG to PhD.	NA
PhD to Post-Doctoral	NA
Employed	10%
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	2%

30. Details of Infrastructural facilities

- a) **Library:** Main Library 3176 and book since 2010 - 15: 266
- b) **Internet facilities for Staff and Students:** Staff members and students have access to Internet through the college library and wi-fi in staff room.
- c) **Class rooms with ICT:** All class rooms have the installation of projectors.
- d) **Laboratories:** NA

31. Number of students receiving financial assistance from college, university, government or other agencies:

Annexure XIV - Freeships and Scholarships (Page No. 397)

32. Details on student enrichment programmes (special lectures/workshops /seminar) with external experts

1. Guest lecture on 'Youth of India' by Mr Swaminathan of EMDI in August, 2012
2. Workshop by Mr Ali Asgar on 'Branding Unveiled' on September 2012
3. Workshop by Mr Sandeep Rao on 'HR Issues and challenges' in November 2012.
4. Guest lecture by Mr Rajesh Dedhia in Jan, 2013 on "Operations and functions of BSE"
5. Guest lecture by Ms G. Tejas on "inner engineering" in August, 2013 by Isha Foundation.

33. Teaching methods adopted to improve student learning

- a. Peer Teaching
- b. Recent Alumni class interaction on current issues
- c. Role playing
- d. Case Studies
- e. Debate on Topics related to curriculum
- f. Mngt. Games
- g. Analysis of advertisements in various media (Cannes award winning advertisements)
- h. Impromptu advertising presentations.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

NA

35. SWOT analysis of the department and Future plans

Strengths:

- Percentage of commerce students to total college (Arts and Science) strength 56 %.
- Outstanding performance consistently at the University examinations

Weakness:

- Constraints due to the University's rigid course syllabus and exam oriented approach

Opportunities:

- Taking up more increasing industry projects by students
- Developing research orientation in students

Threats:

- Decreasing enrollments in students due to greater shift to unaided courses

Future plans:

- To start certificate courses in various specializations of commerce discipline like Finance, Marketing, Production, Retail etc.
- To make collaborations with International /National Institutes for bridge courses/short term courses on Financial Market, Advertising and Social Media
- Arranging conference for SY and TY students with Corporate Tycoons(Discussion on relevant topics in Corporate business world)
- Visit to Banks and Corporate Offices to get hands on experience to witness to department wise working
- Special Counselling sessions for TYBcom students before the University Exams

1. **Name of the Department:** Computer Science
2. **Year of Establishment:** 1999
3. **Names of Programmes/Courses offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, etc.):** BSc
4. **Names of Interdisciplinary courses and the departments/units involved:** NIL
5. **Annual/ semester/choice based credit system (programme wise):** CBSGS
6. **Participation of the department in the courses offered by other departments:** BCom
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:**
University of Fraser Valley, Canada (Bsc. 3 years Mumbai University + 1 year in University of Fraser Valley).
8. **Details of courses/programmes discontinued (if any) with reasons:** NIL

9. Number of Teaching posts

	Sanctioned	Filled
Professors	0	0
Assoc. Prof.s	0	0
Asst Professors	0	4*

* Unaided

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /PhD/M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience
Mr B. Wilson Rao	MSC IT	Coordinator	Networking & E-commerce	13
Mrs Sunita Jena	MSC IT	Asst. Coordinator	Web Technologies	6
Ms Amita Walawalkar	MSC CS	Asst. Prof.	Computer Graphics and Dot net Technologies	4
Ms Agnes Xavier	MSC CS	Asst. Prof.	DBMS and Software Engineering	2

- 11. List of senior visiting faculty:**
Ms Ummehani Saiyed
Ms Prerna Kumari
- 12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:** 17 %
- 13. Student-Teacher Ratio (programme wise):**
FY - 8:1 SY - 7:1 TY - 4:1
- 14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:** 1 Lab Assistant, 2 Lab Attendants
- 15. Qualifications of teaching faculty with DSc/ D.Litt/ PhD/ MPhil/PG:**
PG 4
- 16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:** NIL
- 17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:** NIL
- 18. Research Centre /facility recognized by the University:** NIL
- 19. Publications:** NIL
- * a) Publication per faculty
 - * Number of papers published in peer reviewed journals (national/ international) by faculty and students -
 - * Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- 20. Areas of consultancy and income generated:** NIL
- 21. Faculty as members in** NIL
- a) National committees b) International Committees c) Editorial Boards:
- 22. Student projects**
- a) Percentage of students who have done in-house projects including inter departmental/programme:
3 students have developed a project on College Management System which comprised of three major modules. 1. Teacher Evaluation 2.

Online Test and 3. Attendance System

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:

3 Students have worked for a project on Data Mining with Purdue University (USA)

23. Awards/Recognitions received by faculty and students:

2010 - 11

- Mayurika 3rd in University Badminton Tournament
- Mr Zubin 1st in Puppet Making And Kaleidoscope With His Band in College.
- Zubin, Reshad And Divya 1st Prize in Phyzex
- Nishant, Vinay and Rinjal 2nd Prize in Phyzex
- Sachin Kumar and Bhavesh Dhodia Quiz competition in CyberStrike

2012 - 13

- Siddhant Paigaonkar 1st rize in Xplore
- Edwin Joseph 2nd Prize in Xplore
- Roshan Rane 3rd Prize in Xplore

2013 - 14

- Nagma Shaikh 2nd Prize in Marathon At College Level
- Raihan Navroze 1st Prize in KC College Intercollegiate Festival
- Sandeep Donugiri, Raihan Nazroze 2nd Prize in Xplore
- Tanesh Manjrekar 2nd Prize in Phyzex
- Tanesh Manjrekar 1st Prize in Quiz Phyzex
- Tanesh Manjrekar Participated in Avishkaar
- Berjis Colabawalla 2nd in Tarasvin Intercollegiate
- Sandeep Donugari 2nd in Xplore
- Krutika Kamble Award in Extension Activity
- Tanesh Manjrekar Scholarship From Priyadarshani Academy
- Nagma Shaikh Mansoon Marathon 2nd Prize Sept 2013

2014 - 15

- Zishan Nizar Thobani 2nd in Drama in Kaleidoscope
- Nagma Shaikh Participated in Senior National Women's Football Team and District Women's Football Team
- Nagma Shaikh Monsoon Marathon 2nd Prize
- Berjis Colabawalla Quarter Finalist in Mumbai University Singles TT Tournament

24. List of eminent academicians and scientists/visitors to the department:NIL

25. Seminars/ Conferences/Workshops organized and the source of funding:

a) National:

1. Seminar titled "ICT and its challenges for the future of India" in 2011 - 12 Source of funding: UGC
2. Workshop on "Adobe Photoshop and After Effects" by Arena Multimedia in the year 2013 - 14

b) International: Nil

26. Student profile program/course wise (refer question no. 4): Not Applicable

27. Diversity of Students

Name of the course FYBSc	% of students from the same state	% of students from other States	% of students from abroad
2010 - 11	81.1	16.6	2.3
2011 - 12	100	0	0
2012 - 13	88.2	11.8	0
2013 - 14	96.4	3.6	0
2014 - 15	94.5	5.5	0

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? Ms Deepika Tanwar

29. Student progression

Student progression	Against % enrolled
UG to PG	5
PG to MPhil	-
PG to PhD	-
PhD to Post-Doctoral	-
Employed	-
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	2

30. Details of Infrastructural facilities:

- a) Library:** Main Library 950 subject related books of which 205 books purchased from 2010
- b) Internet facilities for Staff and Students:** Yes
- c) Class rooms with ICT facility:** All classrooms with Projectors along with departmental laptops.
- d) Laboratories:** 4

31. Number of students receiving financial assistance from college, university, government or other agencies:

Annexure XIV - Freeships and Scholarships (Page No. 397)

32. Details on student enrichment programmes (special lectures/workshops /seminar) with external experts

- 1. ICT and It's Challenges for the Future of India
- 2. Adobe Photoshop and After Effect's Seminar.
- 3. Android Certification.

33. Teaching methods adopted to improve student learning:

- Introduction to methodology such as tutoring, research, internationalization and classroom innovation.
- Efforts in widening class participation such as Group Discussions and Presentations.
- New methodologies of assessment and feedback and teaching and learning process.
- Live Demonstration on academic Subjects (Networking, Computer Graphics, DBMS, Projects).
- Implementing Project Session with different Technologies.
- Simulator based Teaching.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

35. SWOT analysis of the department and Future plans

Strengths:

- Faculty accessibility contact and support.
- Use of Computer Technologies like Web, Internet, Intranet, Computer-aided learning, Computer-based learning, Communication for independent and collaborative learning.
- Teaching and learning intended to develop skills like personal, employable, communication and problem-solving.
- Opportunities to the students to pursue higher education in Foreign Universities.

Weakness:

- Declining enrollment due to uneven pattern of growth in syllabus.

Opportunities:

- As we are well established in Computer Science, now we would like to expand the course vertically by starting MSC-IT/MCA course

Threats:

- Students seek to take admission in Engineering Colleges.

Future plans:

- To start with MSc CS
- To offer bridge courses

1. **Name of the Department:** Economics
2. **Year of Establishment:** 1948
3. **Names of Programmes/Courses offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, etc.):** UG
4. **Names of Interdisciplinary courses and the departments/units involved:** NA
5. **Annual/ semester/choice based credit system (programme wise):** CBSGS
6. **Participation of the department in the courses offered by other departments:** MCom and ICH (2014 - 15)
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** NA
8. **Details of courses/programmes discontinued (if any) with reasons:** None

9. Number of Teaching posts

	Sanctioned	Filled
Professors	0	0
Assoc. Prof.s	0	1
Asst Professors	4	3 + 1*

* Lien post

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./PhD./M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience
Dr A Siddiqui	PhD	Assoc. Prof.	Labour Eco, Industrial Eco, Monetary Eco)	26
Mrs S Jai Shankar	MA, NET	Asst. Prof.	Econometrics, Transport and Infrastructure, Money and Finance, International Eco.	6
Mrs V Dhamankar	MA, SET, MPhil	Asst. Prof.	Labour Eco, Monetary Eco, Theory of Value, International Eco	5
Mrs M Mazumdar	MA NET	Asst. Prof.	Monetary Eco, Financial Eco, Development Eco, Public Eco.	3
Ms H Thakkar	MA NET	Asst. Prof.	Macro Eco, International Eco Financial Eco, Labor Eco.	2

- 11. List of senior visiting faculty:** NA
- 12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:** 25% (2013 - 14 and 2014 - 15 - Ms Heena Thakkar)
- 13. Student -Teacher Ratio (programme wise):**
355:1 (BCOM 300:1, BA 50:1) approximately
- 14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:** NA
- 15. Qualifications of teaching faculty with DSc/ D.Litt/ PhD/ MPhil/PG::**
PhD- 1, MPhil - 1, PG- 5
- 16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:**
Minor Grant proposal to UGC submitted April 2009 granted in Sept 2010 'Social, human and Physical Capital formation in Informal Sector Employment', submitted in July 2012 by Dr Anuradha Siddiqi.
- 17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:** NA
- 18. Research Centre /facility recognized by the University:** NA
- 19. Publications:**
- * a) Publication per faculty**
- * Number of papers published in peer reviewed journals (national/ international) by faculty and students -**
Publications by Dr Anuradha Siddique:
- Economic and Political Weekly 'Impact of Malls on Small Shopkeepers and Hawkers' 12 May 2007
 - Economic and Political Weekly 'Supply Chains and their Local Impact', 26 Jan 2008.
 - Indian Journal of Labour Economics 'Permanently Temporary-Workers in the Garment Industry of Bangalore' Jan - March 2008
 - Economic and Political Weekly 'Regulation of Retail: Comparative Experience' 8Aug 2009.
 - 'One India one People' Magazine Column on Economy and articles since 1998
 - 'Teachers of the World' Journal of World Federation of Teachers, regular contributions

- Minor Grant proposal to UGC submitted April 2009 granted in Sept 2010 ‘Social, human and Physical Capital formation in Informal Sector Employment’, submitted in July 2012.
- Paper in edited book and published as Kalhan, Anuradha (2012), “Working Class and the Insecurity Hypothesis” in Jose George, Manoj Kumar and DharmendraOjha (Eds), Working Class Movement in India in the Wake of Globalisation, Manohar Publishers and Distributors, New Delhi, pp. 131 - 169.
- Journal of Political Economy, “Promoting Inclusive Production and Growth through Self Help Groups” No. 1-4 (January-Dec 2012) of the Volume XXIV of the Journal of Indian School of Political Economy,
- ‘Possibility of Stimulating Inclusion”, NMML Occasional Papers, Perspectives in Indian Development’, Teen Murti, New Delhi.
- Submitted to Journal of Labour Economics, Delivery Mechanisms and Outcomes: The case of SJSRY, a Poverty Alleviation Policy. February 2014
- Submitted ‘Two Cities: The case of SJSRY, a Poverty Alleviation Policy, NMML, Teen Murti, Occasional Papers, January 2014
- Paper on Regulation Of Retail, Under publication book, (editor N Chandrashekhar Rao) IEG
- Paper on Garment Workers, Publication (editor) Shyam Sunder
- Submitted to Journal of Political Economy, The Kerala Way- An Experiment in Collective Action for Poverty Alleviation 7/May,2014

20. Areas of consultancy and income generated: NA

21. Faculty as members in NIL

a) National committees b) International Committees c) Editorial Boards:

22. Student projects

a) **Percentage of students who have done in-house projects including inter departmental/programme:** NIL

b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:** NIL

23. Awards/Recognitions received by faculty and students:

- Jai Vipra participated in The Global Debate & Public Policy Challenge (GDPPC), 2014, which is an international educational initiative and scholarship competition that offers undergraduate students of all

academic disciplines from all over the world an opportunity to explore issues of global importance from different points of view. She was awarded a scholarship of USD 10,000 as a winner.

- Prashant Maheshwary and Jai Vipra participated in Shaastra and Manthan where they presented research papers and which were selected and recognised among the top entries.
- Overall trophy for best research paper at XXth International Economics Convention 2012 - 13
- Sneha Menon was awarded the Best Speaker Award for the above conference. She was also awarded King's College fellowship.
- Best Out-station College award at Econovista, Inter college Festival, hosted by Lady Shree Ram College, Delhi, 2012-13
- Best All -round trophy at Altius, Inter-college Festival, hosted by Christ College, Bangalore, 2014-15
- Won the trophy for being the best in Business Economics category at Gnaritas, Inter college Festival, hosted by Mithibai College, Mumbai, 2014-15

24. List of eminent academicians and scientists/visitors to the department:

- Prof. Nadkarni, MU, 2010 - 11
- Prof Nagaraj and Prof Suryanarayan, IGIDR, 2012 - 13
- Experts from field of capital and finance such as Vivek Moteiro, Yogik Petti, Abhay Doshi, Ankita Tondon have conducted few sessions over the years

25. Seminars/ Conferences/Workshops organized and the source of funding:

a) National: NA b) International: NA

26. Student profile programme/course wise (refer question no. 4): NA

27. Diversity of Students: Annexure XIII (Page No. 396)

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? None

29. Student progression

Student progression	Against % enrolled
UG to PG	70%
PG to MPhil	-
PG to PhD.	-
PhD to Post-Doctoral	-

Employed	
• Campus selection	
• Other than campus recruitment	10%
Entrepreneurship/Self-employment	-

30. Details of Infrastructural facilities:

- a) **Library:** Main Library 1700 subject related books of which 188 books purchased from 2010
- b) **Internet facilities for Staff and Students:** Available
- c) **Class rooms with ICT facility:** Available
- d) **Laboratories:** NA

31. Number of students receiving financial assistance from college, university, government or other agencies:

Annexure XIV - Freeships and Scholarships (Page No. 397)

32. Details on student enrichment programmes (special lectures/workshops /seminar) with external experts

- Experts from the field are invited to deliver special lectures on topics of Corporate Finance
- In 2014 - 15 a workshop was organized by Centre for Civil Society and a seminar was organized by Teach For India

33. Teaching methods adopted to improve student learning: Use of PPTS, Presentation by students and class discussions and debates

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Bachat Gat initiative started in 2011 to provide financial assistance to Self Help Groups under Swarnajayanti Shahari Rojgar Yojana (SSRY). Economics students have been an integral part of the program since 2011.

35. SWOT analysis of the department and Future plans

Strengths:

- Dedicated faculty
- Good team work among faculty members
- Good rapport between students and faculty
- Sizable number of bright and enthusiastic students
- Openness to new ideas and thoughts
- Willingness to adapt

Weakness

- Insufficient time for effective one-on-one interaction with students due to large no. of students

Opportunity

- Students get regular exposure to in depth academic research through the Economic Association Activities such as seminars, book review, projects, presentations, guest talks
- Inception of Arthonomics Fest in 2014 - 15 (at national level)

Threats

- A large number of academically strong students are moving away from pure Arts.

Future plans:

- Motivate the faculty members to acquire higher qualifications e.g. PhD
- Organise a UGC funded national conference/seminar
- Introduce Econometrics either as a subject or as a certificate course in collaboration with University of Mumbai
- Continue with the National Inter-collegiate festival 'Arthanomics' and make efforts to enlarge the scope of the fest to garner international participation

1. **Name of the Department:** English
2. **Year of Establishment:** 1948
3. **Names of Programmes/Courses offered (UG, PG, MPhil., PhD, Integrated Masters; Integrated PhD, etc.):** UG
4. **Names of Interdisciplinary courses and the departments/units involved:** NIL
5. **Annual/ semester/choice based credit system (programme wise):** CBSGS
6. **Participation of the department in the courses offered by other departments:** Faculty members conduct lectures for the Blue Bridge (Study India) Program and the Indian Cultural Heritage (ICH) Certificate Course offered by the Jai Hind Department of History
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** NIL
8. **Details of courses/programmes discontinued (if any) with reasons:** NIL
9. **Number of Teaching posts**

	Sanctioned	Filled
Professors		
Assoc. Prof.s	0	2
Asst Professors	5	3

10. **Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./PhD./M. Phil. etc.,)**

Name	Qualification	Designation	Specialization	No. of Years of Experience
Dr Kamal Jadhav	MA, MPhil, PhD,	Assoc. Prof.	Partition Literature	25
Dr Prachi Khandeparkar	MA., PhD	Assoc. Prof.	Comparative Literature, Indian Writing in English	19 (12 yrs at JHC)
Dr Seema Sharma	MA, MPhil, PhD, NET	Assoc. Prof.	Slave Narratives, American Literature	22 (9yrs at JHC)
Ms June Dias	MA, SET	Asst. Prof.	English, Communication Skills, Linguistics	10
Ms Divya Bhatnagar	MA, NET	Asst. Prof.	Film Studies, Victorian Literature	08 (3yrs at JHC)

- 11. List of senior visiting faculty:** NIL
- 12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:** NIL
- 13. Student -Teacher Ratio (programme wise):**
 FYBCOM (Business Communication) (120:1), FYBSC and SYBSC (FC) (100:1), TYBA (5:1) (English Major), SYBA (20:1) (English Ancillary), FYBA (30:1) (English Ancillary) (80:1) (ECS)
- 14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:** NIL
- 15. Qualifications of teaching faculty with DSc/ D.Litt/ PhD/ MPhil/PG:**
 MPhil: 3, PhD: 3, PG: 5
- 16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:** National 3
- 17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:** NIL
- 18. Research Centre /facility recognized by the University:** NIL
- 19. Publications:**
- * a) Publication per faculty
- Dr Kamal Jadhav: 3papers in ISSN journal, 1 book currently getting published
- Publications
 ISSN No 2249-7471
 1. Archetypal Images in Partition Literature TAF Journal 2009
 2. Diaspora of Forced Exile TAF Journal 2011
 3. Marginalised Voices of the Partition TAF Journal 2012
- Book
 1. "The Partition of India - A Literary and Historical Perspective"
 ISBN No 1499729498-9
- Dr Prachi Khandeparkar: 4
- Research Project and Publications:
 Post-doctoral Research Project in Comparative Literature, titled The Making of Marathi Literary Theory during the Colonial Era was accepted by the Indian Institute of Advanced Study, Shimla in 2010 - 11

- Publications by National level Publishers: Sole author:
The monograph which was the result of the year-long research fellowship titled *Bringing Modernity Home: Marathi Literary Theory in the Nineteenth Century* was accepted for publication by the IAS, after a review process, in 2012. (ISBN: 978-93-82396)
- Chapter in a Book
The paper ‘Carving Out a Region Beyond: Religious Violence in Partition Narratives’ was accepted for publication in an anthology *The Weight of Violence: Religion Language Politics* (ed.s) Saitya Brata Das and Saumyabrata Choudhury, by Oxford University Press in March 2014.
- Paper in a Refereed Journal:
‘Through a Changing Feminist Lens: Three Biographies of Anandibai Joshi’ was accepted by *Economic and Political Weekly*, in May 2014. EPW is indexed on Scopus, published by Elsevier, which is the world’s largest abstracts and citations database of peer-reviewed literature. (Vol. XLIX, issue 33)
- Publications by local publisher: Edited journal:
Editor of *Hwathwugu: A Literary Journal* of the Department of English, 2013 Jai Hind College, Mumbai, published by the Department of English, Jai Hind College in Dec 2013.

Dr Seema Sharma: 5

- Book
Articulating Resistance in African American Slave Narrative. Delhi: Mittal Publication, 2012
- Articles and Essays
 1. ‘Enlightenment Rhetoric, Resistance and Self creation in The Life of Olaudah Equiano’, *TAF Journal*, Vol. 2, June 2011.
 2. ‘Teaching Things Fall Apart in India - Students’ Response and Pedagogical Strategies’, *TAF Journal*, Vol. 1, January, 2009.
- Translation (From Hindi to English)
 1. Translation of Kamleshwar’s story titled ‘Chappal’, *Indian Literature*, Sahitya Akademi’s Journal, March/April 2014.
 2. Translation of Sudha Arora’s short story titled ‘You will never change’, *Indian Literature*, Sahitya Akademi’s Journal, Sep/Oct 2013.

* Number of papers published in peer reviewed journals (national/ international) by faculty and students -

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

- 20. Areas of consultancy and income generated:** NIL
- 21. Faculty as members in:** NIL
a) National committees b) International Committees c) Editorial Boards:
- 22. Student projects**
a) **Percentage of students who have done in-house projects including inter departmental/programme:** NIL
b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:** NIL
- 23. Awards/Recognitions received by faculty and students:**NIL
- 24. List of eminent academicians and scientists/visitors to the department:**
a) Professor Valerie Miner, Stanford University
b) Professor Mala Pandurang, Head of Department (English) and Vice Principal, B.M.N. College, Matunga
c) Professor Paul Theroux, Eminent Travelogue Writer
d) Tenzin Tsundue, Tibetan author and activist
e) Professor Susan K. Harris, University of Kansas
f) Teesta Setalvad, Activist
g) Alyque Padamsee, prominent theatre personality
h) Anahita Uberoi, prominent theatre personality
- 25. Seminars/ Conferences/Workshops organized and the source of funding:**
a) National: The U.G.C. Sponsored National Seminar entitled 'Rethinking Women's issues *in contemporary India*'
b) International: Nil
- 26. Student profile programme/course wise (refer question no. 4):** NA
- 27. Diversity of Students:** Annexure XIII (Page No. 396)
- 28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?** NIL
- 29. Student progression:** Nil
- 30. Details of Infrastructural facilities:**
a) **Library:** Main Library 3583 subject related books of which 153

books purchased from 2010

- b) **Internet facilities for Staff and Students:** in library for students and staff and only for faculty Wi-Fi connection in the old bldg staff room
- c) **Class rooms with ICT facility:** Most of the rooms in the main building have OHP and Smart boards have been installed in room nos - 219 and 406
- d) **Laboratories:** NA

31. Number of students receiving financial assistance from college, university, government or other agencies:

Annexure XIV - Freeships and Scholarships (Page No. 397)

32. Details on student enrichment programmes (special lectures/workshops /seminar) with external experts:

involvement in CSR, guidance to prepare for competitive exams - Annual Student Seminars; Lectures by Dr Govind Shahani and Dr Roshan Shahani as well as visiting scholars; English Association Activities; Literary and Debating Society Activities

33. Teaching methods adopted to improve student learning:

- Studying through field visits to libraries.
- Screening of relevant documentaries and films.
- Developing critical thinking through article reading from prominent dailies and international and national magazines.
- Role play, conducting debates and discussions.
- P.P.T. Presentations

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

- a) Teesta Setalvad delivered a lectures for Women's Studies b) RTI Activists delivered a lecture on filing applications

35. SWOT analysis of the department and Future plans

Strengths:

- Well qualified and ambitious faculty with diverse research interests and specializations. In a department of five, three hold a doctorate degree.
- Students who are given a free hand in organising academic and co-curricular activities of the department
- Regular department meetings and commitment to work towards better internal cohesion
- Department Library
- Annual Department magazine (Hwathegwu)
- Use of ICT and films in teaching

Weakness:

- Limited opportunity in terms of syllabi designing
- Absence of a department room
- Continuing to attract good students in the face of mushrooming vocational courses

Opportunities:

- Better and more regular application of creative teaching techniques using multimedia like smart board, inflienet, etc.
- Better networking with neighbouring colleges

Threats:

- Declining numbers of students
- Less teaching time with new semester system of examinations

Future plans:

- Start post graduate degree course
- a certificate course in effective communication skills

1. **Name of the Department:** Environmental Studies
2. **Year of Establishment:** 1999
3. **Names of Programmes/Courses offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, etc.):** UG FYBCom EVS
4. **Names of Interdisciplinary courses and the departments/units involved:** NIL
5. **Annual/ semester/choice based credit system (programme wise):** CBGS
6. **Participation of the department in the courses offered by other departments:** SYB.com FC
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** NIL
8. **Details of courses/programmes discontinued (if any) with reasons:** NIL

9. Number of Teaching posts

	Sanctioned	Filled
Professors	0	0
Assoc. Prof.s	0	0
Asst Professors	01	01

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /PhD./M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience
Udhav Zarekar	MA, BEd, SET	Asst. Prof.	Geography	11 Years

11. **List of senior visiting faculty:** NIL
12. **Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:** NA
13. **Student-Teacher Ratio (programme wise):**600:1
14. **Number of academic support staff (technical) and administrative staff; sanctioned and filled:** NIL

- 15. Qualifications of teaching faculty with DSc/ D.Litt/ PhD/ MPhil/PG:**
PG: 1
- 16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:** NIL
- 17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:**
Changing occupation of Tribes in Maharashtra, University of Mumbai
Minor project 20.11.2012 Amount 30,000/-
- 18. Research Centre /facility recognized by the University:** NA
- 19. Publications:**
- * a) Publication per faculty**
 1. Noise: An Environmental issue by Payal Rane Ambika joshi and Udhav Zarekar Vol-Dynamics of Cities and City Regions ISBN 978-93-83105-99 - 1
 2. A Metamorphosed Tribal Society by Udhav Zarekar, Vol Geography of Change, Jan 11 - 13,2013 ISBN 978-81-922741 - 1-9
 - * Number of papers published in peer reviewed journals (national/ international) by faculty and students -:** 2
 - * Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.):** NIL
- 20. Areas of consultancy and income generated:** NIL
- 21. Faculty as members in** NIL
a) National committees b) International Committees c) Editorial Boards:
- 22. Student projects** NIL
a) **Percentage of students who have done in-house projects including inter departmental/programme:**

b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:**
- 23. Awards/Recognitions received by faculty and students:**NIL
- 24. List of eminent academicians and scientists/visitors to the department:**NIL

25. Seminars/ Conferences/Workshops organized and the source of funding:

a) National: NIL b) International: NIL

26. Student profile programme/course wise (refer question no. 4): NA

27. Diversity of Students: Annexure XIII (Page No. 396)

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? NA

29. Student progression: EVS and FC II are undergraduate courses at FY and SY Bcom level

30. Details of Infrastructural facilities:

a) **Library:** Main Library 96 and since 2110 - 15 18

b) **Internet facilities for Staff and Students:** In the Library

c) **Class rooms with ICT facility:** Yes

d) **Laboratories:**No

31. Number of students receiving financial assistance from college, university, government or other agencies:

Annexure XIV - Freeships and Scholarships (Page No. 397)

32. Details on student enrichment programmes (special lectures/workshops /seminar) with external experts: NIL

33. Teaching methods adopted to improve student learning: Power Point Presentations, Screening of Subject related movies, Discussions, Chalk Board, Field Trips

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

2008 - 12 NSS Programme Officer, Then Assistant P.O Till date

35. SCOT analysis of the department and Future plans

Strengths:

- We have academically very good students

Challenges:

- Student teacher ratio is too high

Opportunities:

- Students can give us really good result

Threats:

- Self financing courses taking away bright students

Future plans:

- To apply for research grant after completion of my PhD
- To invite eminent speakers to share their expertise with our students.

1. **Name of the Department:** French
2. **Year of Establishment:** 1948
3. **Names of Programmes/Courses offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, etc.):** This is a compulsory subject offered only at the FYBA level
4. **Names of Interdisciplinary courses and the departments/units involved:** None
5. **Annual/ semester/choice based credit system (programme wise):**
CGSBS
6. **Participation of the department in the courses offered by other departments:** None
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** None
8. **Details of courses/programmes discontinued (if any) with reasons:**
None
9. **Number of Teaching posts**

	Sanctioned	Filled
Professors	0	0
Assoc. Prof.s	0	0
Asst Professors	1 (CHB)	1
10. **Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /PhD./M. Phil. etc.,)**

Name	Qualification	Experience
Avryl Dcruz	M.A B.Ed.	3 years
11. **List of senior visiting faculty:** None
12. **Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:** 100%
13. **Student-Teacher Ratio (programme wise):** 44:1
14. **Number of academic support staff (technical) and administrative staff; sanctioned and filled:** None

- 15. Qualifications of teaching faculty with DSc/ D.Litt/ PhD/ MPhil/PG:**
PG: 1
- 16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:** NA
- 17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:**NA
- 18. Research Centre /facility recognized by the University:** NA
- 19. Publications:** NA
- 20. Areas of consultancy and income generated:** NA
- 21. Faculty as members in:** NA
a) National committees b) International Committees c) Editorial Boards:
- 22. Student projects:** None
a) **Percentage of students who have done in-house projects including inter departmental/programme:**

b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:**
- 23. Awards/Recognitions received by faculty and students:**None
- 24. List of eminent academicians and scientists/visitors to the department:**None
- 25. Seminars/ Conferences/Workshops organized and the source of funding:**
a) National: Nil b) International: Nil
- 26. Student profile programme/course wise (refer question no. 4):** NA
- 27. Diversity of Students:** Annexure XIII (Page No. 396)
- 28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?** None
- 29. Student progression:** NA

30. Details of Infrastructural facilities:

- a) **Library:** Adequate no of Books
- b) **Internet facilities for Staff and Students:** Available
- c) **Class rooms with ICT facility:**
- d) **Laboratories:**NA

31. Number of students receiving financial assistance from college, university, government or other agencies:

Annexure XIV - Freeships and Scholarships (Page No. 397)

32. Details on student enrichment programmes (special lectures/workshops /seminar) with external experts

- a) Use of P.P.T. to familiarise the students with French culture (fashion, literature, cuisine, art etc.)
- b) appreciation of French classical music
- c) role play enactment to improve language skills with emphasis on pronunciation

33. Teaching methods adopted to improve student learning

Use of teaching aids such as CDs to help improve their language skills, make students converse in French

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: NA

35. SWOT analysis of the department and Future plans

Strengths:

- The study helps to create a base for students who wish to study abroad or apply for the administrative services

Weakness:

- Falling strength

Opportunities:

- Increase job opportunities in various industries - Gourmet, aviation, fashion etc.

Threats:

- Professional language courses offered outside the college

Future plans:

- Would like to offer a certificate course in French - the spoken language

1. **Name of the Department:** Hindi
2. **Year of Establishment:** 1953
3. **Names of Programmes/Courses offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, etc.):** NA
4. **Names of Interdisciplinary courses and the departments/units involved:** NA
5. **Annual/ semester/choice based credit system (programme wise):** CGSBS
6. **Participation of the department in the courses offered by other departments:** NA
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** NA
8. **Details of courses/programmes discontinued (if any) with reasons:** NA
9. **Number of Teaching posts** This is compulsory subject in FYBA class, teaching faculty is CHB.

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./PhD./M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of PhD. Students guided for the last 4 years
R.N. Tiwari	M.A. B.Ed	CHB	-	14	-
Neeta Singh	M.A. B.Ed.	CHB	-	01	-

11. **List of senior visiting faculty:** None
12. **Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:** NIL
13. **Student-Teacher Ratio (programme wise):**90:1
14. **Number of academic support staff (technical) and administrative staff; sanctioned and filled:** NIL
15. **Qualifications of teaching faculty with DSc/ D.Litt/ PhD/ MPhil/PG:**
PG: 2

- 16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:** NIL
- 17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:** NIL
- 18. Research Centre /facility recognized by the University:** NIL
- 19. Publications:** NIL
- 20. Areas of consultancy and income generated:** NA
- 21. Faculty as members in:** NIL
a) National committees b) International Committees c) Editorial Boards:
- 22. Student projects**
a) **Percentage of students who have done in-house projects including inter departmental/programme:** NIL
b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:** NIL
- 23. Awards/Recognitions received by faculty and students:** NIL
- 24. List of eminent academicians and scientists/visitors to the department:** NIL
- 25. Seminars/ Conferences/Workshops organized and the source of funding:**
a) National: NIL b) International: NIL
- 26. Student profile programme/course wise (refer question no. 4):** NA
- 27. Diversity of Students:** Annexure XIII (Page No. 396)
- 28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?** NIL
- 29. Student progression:** Not Applicable
- 30. Details of Infrastructural facilities:**
a) **Library:** Main Library 2641 subject related books of which 61 books purchased from 2010

- b) **Internet facilities for Staff and Students:** Available
c) **Class rooms with ICT facility:** Available
d) **Laboratories:** Nil

31. Number of students receiving financial assistance from college, university, government or other agencies:

Annexure XIV - Freeships and Scholarships (Page No. 397)

32. Details on student enrichment programmes (special lectures/workshops /seminar) with external experts: None

33. Teaching methods adopted to improve student learning: To complement classroom teaching relevant movie are shown and written assignments are given to students.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: NA

35. SWOT analysis of the department and Future plans

Strengths:

- Large number of students opt for the language

Weakness:

- English medium students are not proficient in Hindi

Opportunities:

- The present day demands in Mass Media enhances the importance of the language

Threats:

- No progression as this language is offered only at the FYBA level

Future plans:

- Enrich the cultural contents and introduce some classical poetry.
- Invite poets and writer for talks.
- Introduce spoken languages fluency programme as a certificate course.
- In introduce Hindi as an ancillary subject

1. **Name of the Department:** History
2. **Year of Establishment:** 1948
3. **Names of Programmes/Courses offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, etc.):** NA
4. **Names of Interdisciplinary courses and the departments/units involved:**
 - a. Certificate course in International Relations where students from all faculty apply (02 from Science, 01 from BMM, 39 from Arts)
 - b. Certificate course in Indian Cultural Heritage where students from all faculty apply (2 were science students)
 - c. Bluebridge Study India Program (Philosophy, Political Science, Economics, English and Commerce)
5. **Annual/ semester/choice based credit system (programme wise):** CBSGS
6. **Participation of the department in the courses offered by other departments:** NA
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** NA
8. **Details of courses/programmes discontinued (if any) with reasons:** NA

9. Number of Teaching posts

	Sanctioned	Filled
Professors	0	0
Assoc. Prof.s	0	1
Asst Professors	3	2 + 1*

* Management Staff

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /PhD./M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience
Mohini Dias	MA, MPhil	Assoc Prof	Modern India, Contemporary world	33
Dr Kirti Narain	MA, PhD	Asso. Prof.	Modern India/ Contemporary India	35
Safina Rakhangi	MA, UGC SET, BEd, Diploma in Human Rights	Asst. Prof	Modern and Medieval India, Maratha History	14

Dr Archana Mishra	MA, UGC -NET, SET PhD, Diploma in Journalism	Asst. Prof	Modern India, Contemporary World, Ancient India, Current affairs	03
Dr Vrushal T. Ghoble	MA, MPhil, PhD	Asst. Prof.	Contemporary World	03

- 11. List of senior visiting faculty:** NIL
- 12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:** NIL
- 13. Student -Teacher Ratio (programme wise):**
 TYBA(12:1 maj), Part maj), FYBCOM and (120:1), FYBSC and SYBSC (100:1), FYBA &SYBA(70:1) TYBA(24:1 Hist),SYBA(120:1 FC), FYBA(120:1 FC)
- 14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:** NIL
- 15. Qualifications of teaching faculty with DSc/ D.Litt/ PhD/ MPhil/PG:**
 PhD: 3, MPhil: 2, PG: 5
- 16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:** NIL
- 17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:** NIL
- 18. Research Centre /facility recognized by the University:** NIL
- 19. Publications:**
- * a) Publication per faculty**
1. Ms Mohini C Dias “60 Years of Indian Constitution, Retrospect and Prospect”
 2. Dr Kirti Narain
 Books
 Indian Constitution: Retrospect and Prospects: Editors—Kirti Narain and Mohini C Dias, Macmillan Publishers, Delhi, 2011
 Papers
 - Migration of Sindhi families to Hong Kong: Integration and Assimilation, Jai Hind College Journal, Different Strokes, Mumbai, 2011

- Disease and Impact on Socio-Political Relations in India: Plague in Uttar Pradesh-A Case Study, Jai Hind College Journal, Different Strokes, Mumbai, 2011
 - Parsis in Hong Kong - Small in number: Huge in Presence, KR Cama Institute, Mumbai, 2009
 - Gandhi and Management, Jai Hind College Journal, Different Strokes, Mumbai, 2009
 - Educating your daughter is like watering a neighbour's Garden, Jai Hind College Journal, Different Strokes, Mumbai, 2009
3. Dr Archana Mishra, Research Article on "Commercial Education Vs. Value based Education", Different Strokes, Different Strokes, Teacher's Academic Forum, Jai Hind College, Vol. 2, June 2011.
4. Dr Vrushal Ghoble
- Authored Books
- Oil Corporations and their Policies: India in Middle East and Africa Energy Market, Authored, Lambert Academic Publishing (LAP), Saarbrücken, Germany, 2011 (ISBN: 978-3-8454 - 1998-5).
- Edited Books
- Energy, Food Security and Environment: Issues in Global Politics, Edited, Regal Publications, New Delhi, India, 2014 (ISBN: 978-81-8484-308-8).
- Co-Edited Books
- Contemporary Issues in Global Politics: An Asian Perspective, Co - Edited, Regal Publications, New Delhi, India, 2013 (ISBN: 978-81-8484 - 196 - 1).
- Papers in Edited Volumes
- "Intra - Regional Energy Trade: Prospects for the SAARC States", in SAARC: Building Bridges in the South Asian Region, Dr Saifuddin Soz, Dr R. N. Srivastava and Dr Sanju Gupta (Eds.), Published by Foundation for Peace and Sustainable Development, New Delhi, First Edition November 2011, pp. 271 - 85 (ISBN: 81-903823-3-0).
 - "India's Foreign Policy and Energy Diplomacy", in India's Foreign Policy in the New Millennium, Dr Raj Kumar Kothari (Eds.), Academic Excellence Publications, New Delhi, First Edition 2010, pp. 36 - 49 (ISBN: 978-93-80525 - 15-0).
 - "Oil, Democracy and Terrorism: An Inevitable Nexus in the Gulf", in Contemporary West Asia: Politics and Development, Dr Anwar Alam (Eds.), New Century

Publications, New Delhi, July 2010, pp. 197 - 219 (ISBN: 978-81-7708-247-0).

Articles in Journals/Proceedings/Newspapers

- "Foreign Policy and the Changing Energy Configurations", Different Strokes, Teacher's Academic Forum, Jai Hind College, Volume 3, July 2013, pp. 57 - 64 (ISSN: 2249-7471).
 - "1973 is distant, but threat is real", Sunday Pioneer - The Sunday Magazine, March 27th 2011, p. 1 and 2.
 - "Energy Factor in China - Iran Relations" with Mahnaz Zahirinejad, Journal of Peace Studies, Volume 17, Issue 2 and 3, April - September 2010, pp. 61 - 76. <http://www.icpsnet.org/adm/pdf/1291714062.pdf> (ISSN: 0972-5563)
- Range of Impact Factor: 0 - 1.
- "China and the Global Energy", Dialogue Quarterly, Volume 11, Number 4, April - June 2010, pp. 152 - 163. http://www.asthabharati.org/Dia_Apr10/vru.htm (ISSN: 0973-0095).
 - "India's Energy Security and the Asian Oil Resources: Prospects and Challenges", Dialogue Quarterly, Volume 11, Number 3, January - March 2010, pp. 174 - 187 Available at http://www.asthabharati.org/Dia_Jan10/vru.htm (ISSN: 0973-0095)

*** Number of papers published in peer reviewed journals (national/ international) by faculty and students - 6**

*** Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) Papers in database - 2**

*** Monographs 4**

*** Books Edited 2**

*** Books with ISBN/ISSN numbers with details of publishers 3**

20. Areas of consultancy and income generated: NA

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards:

1. Ms MC Dias

- President, Mumbai History Teachers Academy

- BOS Member - St. Xavier's College
- Member - Asiatic Society, Sub - Committee, Research on Bombay
- 2. Ms Safina Rakhangi
 - Secretary, Mumbai History Teachers Academy.
- 3. Dr Archana Mishra
 - Member Syllabus Committee for FYBMM (University)
 - Member Asiatic Society of Bombay
- 4. Dr Vrushal Ghoble
 - Member of the International Society for Applied Life Sciences (ISALS).
 - Life Member of the Indian History Congress since 2007.
 - Scientific Committee Member - International Conference on Applied Life Sciences (ICALS)

22. Student projects

a) **Percentage of students who have done in-house projects including inter departmental/programme:** NIL

b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:**

- Research paper presentations by students- participation by 20 students under guidance from Faculty
- Participation at Heras Institute for research project -2 projects each year

Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: i) Two students from TYBA assisted Dr Kirti Narain, pal, on Giri our Ex-Princi Institute of Public Administration Project

23. Awards/Recognitions received by faculty and students:

2010 - 11

- Ms Urvashi Punjwani 1st Prize - Research Project at Heras Institute St. Xavier's College
- Ms Pooja Vaidya and Tulika Tripathi 1st Prize (Inter - Collegiate Poster making competition)
- Ms Lamya Bahaswala and Aachal Jain 1st Prize Inter - Collegiate research Paper Presentation, Jhunjhunwala College.
- Ms Jasleen Kaur Sachdev Best paper, Jhunjhunwala College.

➤ 2012 - 13

- Ms Wamika Kapoor 1st Prize - Essay Writing Competition (University of Mumbai)
- Ms Bhakti Gohil 1st Prize - Research Project at Heras Institute (St. Xavier's College)

- Ms Kinjal 2nd Prize at Heras Institute (St. Xavier's College)
- Sidra, Devyani, Prachi, Bhakti, Yashika, Kinjal Second Prize in Model making, Jhunjhunwala College.

2013 - 14

- Ms Tarrannum Samtani
 - * Outstanding contribution to academics - research
 - * Stood overall 8th topper at the University in BA Exams
 - * 1st rank at the University in the subject of History
- Ms Devyani Khaitan Best Contingent leader at the Inter collegiate fest, Mudra, Ruia College
- Student's Team (FYBA and SYBA) 1st and 3rd Prize in the Inquisitive competition, Mudra, Ruia College,
- Student's Team (FYBA and SYBA) All the first three prizes for dialogue writing competition, MUDRA
- Student's Team (FYBA and SYBA) 1st and 3rd Prize for the photography competition, Mudra, Ruia College,
- Student's Team (FYBA and SYBA) 3rd Prize, Poster making competition, MUDRA, Ruia College (Won overall trophy)

2014 - 15

- Damini Kane and Khadija First prize in paper presentation, Jhunjhunwala college
- Fatima Contractor and Esha Kakkad Second prize in paper presentation, Jhunjhunwala college

24. List of eminent academicians and scientists/visitors to the department:

- a) Dr Mukund Aparajit - Global Warming and Climate Change
- b) Mr Navin Chawala- Role of Elections in Democracy
- c) Ms Nandini Sardesai - Women Reformers of Maharashtra
- d) Dr Satish Joshi- Globalisation and Tourism
- e) Dr Hemant Gaikwad- Shivaji the Great Warrior
- f) Ms Dolly (Navjeevan Centre)- Stop the Traffic
- g) Ms Nandita Bhawnani- Sindhi's in Bombay
- h) Dr Arvind Ganachari- Swami Vivekanand and the Indian Renaissance
- i) Mr Matan Zamir - Role of Jews in World War I

25. Seminars/ Conferences/Workshops organized and the source of funding:

- a) National:
 - (2010 - 11) - 60 Years of the Indian Constitution: Retrospect and Prospect - Sponsored by UGC and Tata Sons.
 - National Seminar (2012 - 13) - From displacement to global presence: A Journey of the Sindhi Community 2011 - 12 - Sponsored by UGC and ICHR
- b) International: NIL

c) Workshop: 1, proposed revision of FCII syllabus conducted for Mumbai University, 2010 - 11.

26. Student profile programme/course wise:

Name of the course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
Certificate Course In International Relations	50	44	2	42	90.9%
Certificate course in Indian Cultural Heritage	44	44	2	42	97.7%
Bluebridge Study India Program	9	9	5	4	-

*M = Male *F = Female

27. Diversity of Students: Annexure XIII (Page No. 396)

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? NIL

29. Student progression

Student progression	Against % enrolled
UG to PG	
Batch 2010 - 11	30 - 3 %
Batch 2011 - 12	24 - 5 %
Batch 2012 - 13	35 - 4 %
Batch 2013 - 14	28 - 5 %
Total	117 - 17 %
PG to MPhil	NIL
PG to PhD	NIL
PhD to Post-Doctoral	NIL
Employed	
• Campus selection	
• Other than campus recruitment	NA
Entrepreneurship/Self-employment	01

30. Details of Infrastructural facilities:

- Library:** Main Library 2340 subject related books of which 156 books purchased from 2010
- Internet facilities for Staff and Students:** in library for students and staff and only for faculty Wi-Fi connection in both buildings
- Class rooms with ICT facility:** Most of the rooms in the main and all the rooms in the annex building have OHPs. Smart boards have been installed in class room nos. - 219 and 406
- Laboratories:** NIL

31. Number of students receiving financial assistance from college, university, government or other agencies:

Annexure XIV - Freeships and Scholarships (Page No. 397)

32. Details on student enrichment programmes (special lectures/workshops /seminar) with external experts

Students Seminar -

2010 - 11: "Women who made Maharashtra" - Prof. Nandini Sardesai

2011 - 12: "Rabindra Festival" - Dr Kirti Narain

2012 - 13: "Unravelling the Sindhi Community" - Ms Nandita Bhavnani

2013 - 14: "Swami Vivekanada: The Monk of Modern India" - Dr Arvind Ganachari

2013 - 14: Workshop on "Research Methodology" - Dr Joan Dias

2014 - 15: "The First World War" - Mr Matan Zamir, Deputy Chief of Mission, Israeli Consulate.

33. Teaching methods adopted to improve student learning:

- Mentoring TYBA Students by the Faculty in the ratio 1:3
- Peer Mentoring of Slow learners.
- E - Notes through PB Works.
- Studying history through regular historical visits.
- Encouraging research through student seminar and participation in research projects of Heras Institute, St. Xavier's College.
- Screening of relevant historical films through film week SHADES.
- Developing critical thinking through article reading from prominent dailies and international and national Magazines

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

- Navjeevan Centre- Students interacted with the children and celebrated New Year party, 2013 - 14
- Communication skills module with the Police Training Centre at Khandala, 2013 - 14.

35. SWOT analysis of the department and Future plans

Strengths:

- Encouraging research culture among students
- Introduction of value added Certificate Course on International Relations.
- .Use of ICT in teaching and assessment.
- Building student competency in organisational skills and soft skills e.g Students Seminar, Departmental magazine UMLOCHA
- Interdisciplinary approach for Certificate Course, Study India Course under the Blue Bridge Programme by involving several Departments

across three streams

Weakness:

- Absence of departmental library and archives
- Prepare average students to secure first class

Opportunities:

- Certificate Course in Human Rights and Post Graduation Courses can be started
- Minor and major research project can be undertaken
- Internships -e.g.-Museum, Archives, Observer Research Foundation (Think Tank)
- Civil Services Training, UGC-NET and SET, ORF

Threats:

- Students are attracted to job oriented courses and self financing courses

Future plans:

Inter-collegiate research based seminars, introduction of more certificate courses, post-graduation in International Relations

1. **Name of the Department:** Information Technology
2. **Year of Establishment:** 2013
3. **Names of Programmes/Courses offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, etc.):** BSc
4. **Names of Interdisciplinary courses and the departments/units involved:** NA
5. **Annual/ semester/choice based credit system (programme wise):** CBSGS
6. **Participation of the department in the courses offered by other departments:** NA
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:**
University of Fraser Valley, Canada (Bsc. 3 years Mumbai University + 1 year in University of Fraser Valley).
8. **Details of courses/programmes discontinued (if any) with reasons:** NA

9. **Number of Teaching posts**

	Sanctioned	Filled
Professors	-	-
Assoc. Prof.s	-	-
Asst Professors	-	2*

* Unaided

10. **Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /PhD./M. Phil. etc.,)**

Name	Qualification	Designation	Specialization	No. of Years of Experience
Ummehani Saiyed	MSc IT	Asst. Prof.	Electronics	1
Perna Kumari	MCA	Asst. Prof.	Mathematics	1

11. **List of senior visiting faculty:**

- Mr Wilson Rao
- Ms Sunita Jena
- Ms Amita Walawalkar
- Ms Agnes Xavier

12. **Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:** 40%

- 13. Student-Teacher Ratio (programme wise):**
33:2
- 14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:**
1 Lab Assistant, 2 Lab Attendants
- 15. Qualifications of teaching faculty with DSc/ D.Litt/ PhD/ MPhil/PG:**
PG: 2
- 16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:** Nil
- 17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:** Nil
- 18. Research Centre /facility recognized by the University:** Nil
- 19. Publications:** Nil
- 20. Areas of consultancy and income generated:** Nil
- 21. Faculty as members in** Nil
a) National committees b) International Committees c) Editorial Boards:
- 22. Student projects** Nil
a) **Percentage of students who have done in-house projects including inter departmental/programme:**

b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:**
- 23. Awards/Recognitions received by faculty and students:**
2013 - 14 Students
➤ Ashutosh Patel 1st Prize in X'plore
➤ Furqaan Attarwala and Alahad Patrawalla 3rd Prize in X'plore
- 24. List of eminent academicians and scientists/visitors to the department:** Nil
- 25. Seminars/ Conferences/Workshops organized and the source of funding:**
a) National: In the year 2013 - 14 "Adobe Photoshop and After Effects" by Arena Multimedia Funding:- Computer Science and Information

Technology Department.
b) International: NIL

26. Student profile programme/course wise (refer question no. 4): NA

27. Diversity of Students

Name of the course	% of students from the same state	% of students from other States	% of students from abroad
2013 - 14	28	2	-
2014 - 15	64	2	-

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? Nil

29. Student progression: Not Applicable since the course has been established in 2013 - 14

30. Details of Infrastructural facilities:

- a) **Library:** Main Library 950 subject related books of which 205 books purchased from 2010
- b) **Internet facilities for Staff and Students:** Internet
- c) **Class rooms with ICT facility:** 311 and 312
- d) **Laboratories:** 2 (Lab3 and 219)

31. Number of students receiving financial assistance from college, university, government or other agencies:
Annexure XIV - Freeships and Scholarships (Page No. 397)

32. Details on student enrichment programmes (special lectures/workshops /seminar) with external experts

1. ICT and It's Challenges for the Future of India
2. Adobe Photoshop and after effect Seminar.
3. Android Certification.

33. Teaching methods adopted to improve student learning:

- Introduction to methodology such as tutoring, research, internationalization and classroom innovation.
- Efforts in widening class participation such as Group Discussions and Presentations.
- New methodologies of assessment and feedback and teaching and learning process.
- Live Demonstration on academic Subjects (Networking, Computer Graphics, DBMS, Projects)
- Implementing Project Session with different Technologies.

- Simulator based Teaching.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: NA

35. SWOT analysis of the department and Future plans

Strengths:

- Faculty accessibility contact and support.
- Use of Computer Technologies like Web, Internet, Intranet, Computer-aided learning, Computer-based learning, Communication for independent and collaborative learning.
- Teaching and learning intended to develop skills like personal, employable, communication and problem-solving.
- Opportunities to the students to pursue higher education in Foreign Universities.

Weakness:

- Declining enrollment due to uneven pattern of growth in syllabus.

Opportunities:

- As we are well established in Computer Science, now we would like to expand the course vertically by starting MSC-IT/MCA course

Threats:

- Students seek to take admission in Engineering Colleges.

Future plans:

- To start with MSc IT
- To offer Bridge courses.

1. **Name of the Department:** Life Sciences
2. **Year of Establishment:** 1992
3. **Names of Programmes/Courses offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, etc.):** UG
4. **Names of Interdisciplinary courses and the departments/units involved:**
Certificate course in Forensic Science where students from all biosciences apply
5. **Annual/ semester/choice based credit system (programme wise):**
CBSGS
6. **Participation of the department in the courses offered by other departments:** NA
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** NA
8. **Details of courses/programmes discontinued (if any) with reasons:** NA

9. **Number of Teaching posts**

	Sanctioned	Filled
Professors	0	0
Assoc. Prof.s	0	01
Asst Professors	02	01 + 02 *

* Unaided posts

10. **Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /PhD./M. Phil. etc.,)**

Name	Qualification	Designation	Specialization	No. of Years of Experience
Dr Yasmina Dordi Avari	MSc, PhD	Assoc. Prof.	Zoology, Endocrinology	20
Niloufer K. Kotwal	MSc, SET	Assistant Prof.	Microbiology	11
K. Srilatha	MSc, SET	Assistant Prof.	Botany	06
J. Kerawala	MSc	Assistant Prof.	Life Science	2 ½
Dr Mayur Tamhane	PhD	Assistant Prof.	Microbiology, Virology	7 months

11. **List of senior visiting faculty:** NA

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: NA

13. Student -Teacher Ratio (programme wise):

FY -8:1, SY -5:1, TY -3:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: 1 Lab. Assistant, 2 Lab. Attendants

15. Qualifications of teaching faculty with DSc/ D.Litt/ PhD/ MPhil/PG:

PhD: 2, PG: 5

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: None

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:

2011 -12

Minor Research Project: Isolation of Polyethylene degraders University of Mumbai 33,000/-

Minor Research Project: Chemical fingerprint of the medicinal plant, *Oroxylum indicum* L. University of Mumbai 47,000/-

18. Research Centre /facility recognized by the University: None

19. Publications:

*** a) Publication per faculty**

K. Srilatha

- Profile of Elemental Composition of *Oroxylum indicum* l. (Vent) Collected from Different Geographical Regions of India. *Phcog J.* Aug 2011, Vol. 3, Issue 24, 49-53 Impact Factor 0.432
- High Performance Thin Layer Chromatographic determination of Chrysin in *Oroxylum indicum* L vent. from different geographical regions of India, *E Journal of Chemistry*, Jan. 2012 Impact Factor 0.516
- Pharmacognostic Studies and HPTLC Fingerprint Profile of Stem of *Oroxylum indicum* (L) Vent: A Threatened and Vulnerable Medicinal Plant'. *Research Journal of Pharmaceutical, Biological and Chemical Sciences* ; Vol. 4, Issue 3; July - Sept 2013 Impact Factor 0.35

Jennifer Kerawalla

- Differential Display RT-PCR reveals genes associated with lithium induced Neuritogenesis in SK-N-MC cells, Jennifer Italia, Rita Mukopadhyaya, Medha S. Rajadhyaksha. *Cellular and Molecular*

Neurobiology (2011), 31 (7): 1021 - 1026. ISSN No. 0272-4340
Impact Factor 1.969

- Lithium protects neuronal cells against radiation damage, Italia Jennifer, Mukhopadhyaya Rita, Shastry Padma, Rajadhyaksha S. Medha. (Manuscript in progress).

Dr Mayur Tamhane

- Analysis of the Optimal Cut-point for HIV-p24 Antigen Testing to Diagnose HIV Infection in HIV-Exposed Children from Resource-Constrained Settings. (2011) Journal of Clinical Virology 50(4):338-341 Impact Factor 3.58

*** Number of papers published in peer reviewed journals (national/ international) by faculty and students - 07**

*** Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) Papers in database - 7**

20. Areas of consultancy and income generated: NA

21. Faculty as members in:

- a) National committees b) International Committees 2010 - 11 - Dr Mayur Tamhane Conference on Retroviruses and Opportunistic Infections (CROI), USA c) Editorial Boards:

22. Student projects

- a) **Percentage of students who have done in-house projects including inter departmental/programme:** All TY Students do a research project that is a mandatory part of their paper on Environmental Science

- b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:**

Program & Year	Name of Student	Project	Award amount sanctioned
CUBE (Collaborative Undergraduate Biology Education) - 5 week summer research program held at HBCSE April 2012	Shweta Patel	Cognitive behavior using simple model systems like drosophila, earthworms, snails, and daphnia.	Obaid Siddiqui Award of Rs.10,000.
	Urja Asher	Learning and memory of Earthworm.	Obaid Siddiqui Award of Rs.6,000.

23. Awards/Recognitions received by faculty and students:

Name of Faculty / Student	Academic Year	Award and Level
Dr M Tamhane	2011	Young Investigator Award (2011) from CROI (Conference on Retroviruses and Opportunistic Infections), Boston, USA
Shweta Patel (TYBSc)	2013 - 14	Sumitomo Scholarship
Janhavi Damani, Juhi Damani (SYB.Sc.)	2013 - 14	Sumitomo Scholarship
Shweta Patel (SYB.Sc.)	2012 - 13	Sumitomo Scholarship
Shweta Patel and Urja Asher (SYBSc)	2011 - 12	CUBE fellow awardees
Swati Cheriya (SYBSc)	2012 - 13	Sumitomo Scholarship
Janhavi Damani, Juhi Damani, Nuriyyah Rassiwalla Furquan Khizar, & Zaiba Sheikh (SYBSc)	2013 - 14	Qualified Round 1 of Avishkaar (University of Mumbai Research Meet)
Nuriyyah Rassiwalla, Furquan Khizar and Zaiba Sheikh	2013 - 14	Won 1 st Prize at K.C. College Research meet - Jigyasa
Furquan Khizar, Nuriyyah Rassiwalla (FYBSc)	2012 - 13	Creative Writing at Ruia College - 1st Prize
Janhavi Damani, Juhi Damani Raynah Madon, Sejal Tripathi (FYBSc)	2012 - 13	Chemvision Fest Treasure Hunt - 1st Prize
Varsha Solanki (FYBSc)	2011 - 12	Sumitomo Scholarship
Sueba Batliwala (TYBSc)	2010 - 11	Sumitomo Scholarship
Arnavaz Kollah	2010 - 11	2 nd rank in the University in Life Sciences

24. List of eminent academicians and scientists/visitors to the department: Seminars given below.

25. Seminars/ Conferences/Workshops organized and the source of funding:

a) National:

Date	Workshops/Seminars organized by the Department	Speakers
Dec 2010	Planet Earth Take Care Take Charge... (All Biosciences)	Dr R. K. Pachauri (TERI) Mr Bittu Sehgal, Dr Y. Jhalla, Dr Anisjh Andheria, (Sanctuary, India) Mr Gutam Kirtane (Observer research Foundation), Dr Rajendra Shinde (St. Xaviers College) Ms Ruth Padel
26 th Aug 2011	Bioinformatics workshop titled "Know your sequence"	Conrad Kabral (St. Xavier's), Binita Roy (NIRRH)
Dec 2011	Annual research meet in collaboration with Konark (All Biosciences)	No Speakers - poster presentations
13 th Dec 2012	Biostatistics workshop titled 'Enigma of Numbers'.	Sandra Mendes (Sophia College), Sujata Suvarnapatki, Dr Samudravijay (TIFR)
11 th & 12 th Dec 2013	Science Academics' Education Programme -	Dr Mohanan IISER (Pune), Dr Amitabh Joshi (INCASR), Dr Thangaraj CCMB

	Lecture Workshop on Evolution titled 'Tree of Life'.	(Hyderabad), Dr Surtith Dey IISER (Pune), Dr Milind Watve IISER (Pune), Dr Deepak Barua IISER (Pune)
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b) International: Nil

26. Student profile programme/course wise:

Name of the course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
Certificate course in Forensic Science	60	19	2	17	Course going on

*M = Male *F = Female

27. Diversity of Students

Name of the course	% of students from the same state	% of students from other States	% of students from abroad
2010 - 11	92.6%	7.4%	Nil
2011 - 12	100%	-	-
2012 - 13	100%	-	-
2013 - 14	95.9%	4.1	-

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? NA

29. Student progression

Student progression	Against % enrolled
UG to PG	Almost 100%
PG to MPhil	None
PG to PhD.	About 10%
PhD to Post-Doctoral	None
Employed	
• Campus selection	
• Other than campus recruitment	None
Entrepreneurship/Self-employment	Nil

30. Details of Infrastructural facilities

- Library:** Main Library: 277 subject related books of which 95 books purchased from 2010 Departmental Library with 68 books
- Internet facilities for Staff and Students:** In the library and internet connection available on departmental desktops
- Class rooms with ICT facility:** Department has a LCD projector and Laptop. Also Rooms 501, 503, 504, 310 and 312 allotted for lectures have Projector. Room 310 has smart board.
- Laboratories:** One independent laboratory. One LAF room.

31. Number of students receiving financial assistance from college, university, government or other agencies:

Annexure XIV - Freeships and Scholarships (Page No. 397)

32. Details on student enrichment programmes (special lectures/workshops /seminar) with external experts: Refer Q. 25 a

33. Teaching methods adopted to improve student learning

- AV aids like OHP and LCD
- Power point presentations
- Videos and animations
- Quiz and Simulations
- Periodic Class Tests

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Number of TY students participate in Extension Activity

35. SCOT analysis of the department and Future plans

Strengths:

- Consistent Academic Excellence - Maximum First classes with distinction at T.Y University Exam
- Annual workshops are organized under IRIS featuring some of the best professionals.
- Excursions sensitize students to the need to safeguard the environment.
- Scientific visits to Institutes like ACTREC, “Advanced Centre for Treatment, Research and Education in Cancer”, so as to build up a scientific temperament.
- The Dept. is actively involved in research: Ms K. Srilatha will be submitting her synopsis in 2014 and Ms Niloufer Kotwal has registered for PhD.

Challenge/Weakness:

- Fall in student numbers - ???
- Lack of space for carrying out active research and starting Masters Programme

Opportunities:

- To start MSc by papers and research to encourage further growth of the Department.
- Foreign Collaborations.

Threats:

- Although Life Sciences is a globally interdisciplinary subject and is meeting the demands of newer challenges, we are facing a crunch in numbers due to several new courses introduced by the University/College which pose a threat to all the Sciences.

- A solution to this problem would be to encourage our Junior college students to enroll for BSc at JHC.
- Junior college students need to be made aware of the scope of various science subjects.

Future plans:

- To start Add-on Programme in Life Sciences - New Horizons in Science (NHS)
- Masters in either Molecular Biology or Environmental Biotechnology (a new specialization in Life sciences which has been introduced by Kalina Campus in 2011 - 12). We would like to introduce the same at JHC.
- Anticipating the sanction of a grant for a Major project
- To actively contribute research articles to various journals including 'Different Strokes'.

1. **Name of the Department:** Mathematics
2. **Year of Establishment:** 1949
3. **Names of Programmes/Courses offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, etc.):** BSc, BA, BCom
4. **Names of Interdisciplinary courses and the departments/units involved:** NA
5. **Annual/ semester/choice based credit system (programmewise):** CBSGS
6. **Participation of the department in the courses offered by other departments:** BMS
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** Nil
8. **Details of courses/programmes discontinued (if any) with reasons:** NA

9. Number of Teaching posts

	Sanctioned	Filled
Professors	-	-
Assoc. Prof.s	0	2
Asst Professors	3	1 + 2*

* Unaided posts

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./PhD./M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of PhD. Students guided for the last 4 years
Dr L Ganesan	M Sc, DHE, M Phil, Ph D	Assoc. Prof.	Theory of Modules, Maths Education	28 years	NIL
Dr S Kulkarni	M Sc, Ph. D.	Assoc. Prof.	Databases, Data mining, Social Network Analysis.	26 years	1
Ms L Upadhye	M Sc, M Phil, NET	Asst. Prof.		18	
Ms M Bapat	MSc, NET	Asst. Prof.		15	
Ms S Puvar	MSc	Asst. Prof.		2	

11. List of senior visiting faculty: Nil

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 20%

13. Student -Teacher Ratio (programme wise):

BSc and BA - 25:1 BCom - 80:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Nil

15. Qualifications of teaching faculty with DSc/ D.Litt/ PhD/ MPhil/PG:

PhD 2, MPhil 2, PG 5

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: 1 minor project sanctioned by Mumbai University completed in 2013

18. Research Centre /facility recognized by the University: NA

19. Publications:

* a) Publication per faculty

* Number of papers published in peer reviewed journals (national/ international) by faculty and students: 9

➤ **Dr L Ganesan**

1. Teaching Undergraduate Mathematics Different Strokes, vol 2 June 2011. ISSN 2249 -7471
2. Effective Intervention to Enhance Understanding in Mathematics- Report of a Successful Experiment Indian Educational Review Vol 51 No. 2 July 2013, ISSN 0019- 561X
3. Teaching Undergraduate Mathematics: Challenges and Concerns. Paper presented at NIME Conference at IISERS Pune. Dec 26-28, 2011
4. Mathematics Communication Skills to Enhance Understanding in Mathematics. Quest in Education Vol XXXVIII No. 1 Jan 2014 ISSN 0048 6434
5. Teaching the Concept of a Function- a Pedagogical Challenge. Quest in Education Vol XXXVIII No. 4 Oct 2014 ISSN 0048 6434

➤ **Dr Sushil Kulkarni**

1. Density-Based Clustering In Mobile Databases: COP Algorithm. International Conference on Communication and Electronics Information - ICCEI 2012, Jan 14-15, 2012, Mumbai. Published in ASME Press ISBN: 9780791859940).

2. Data Processing in Cloud Computing. International Conference on Communication and Electronics Information - ICCEI 2012. Organized by International Association of Computer Sc. & Information Technology IACSIT. January 14 - 15, 2012. Published in ASME Press ISBN: 9780791859940)
3. A Neuro-Fuzzy Approach to Diagnose and Classify Learning Disability. Second International Conference on Soft Computing for Problem Solving (SocProS 2012), Jan 14-15, 2012, at University, Jaipur, India, December 28 - 30, 2012, published in. Journal of Expert Systems (ISSN 2169-3064). published by Springer
4. Incorporating Bagging and Boosting 12th International Conference on Hybrid Intelligent Systems (HIS 12), Organized by MIT College of Engineering, Pune 411038, India, Dec 04-07, 2012 Published in IEEE Xplore digital Library and International Journal of Intelligent Systems, John Wiley & Sons, USA ISSN: 1098-111X

*** Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)**
Papers in database - 6

20. Areas of consultancy and income generated: NA

21. Faculty as members in

a) **National committees** b) **International Committees** c) **Editorial Boards:**

Dr L Ganesan: Editorial Board - Different Strokes Journal

Dr Sushil Kulkarni: International Committees and Editorial Board like Member of Association of Computer Electronics and Electrical Engineers (ACEEE) technical community under Institute of Doctors Engineers and Scientists.

Member of International Conference on Computer and Automation Engineering (ICCAE)

22. Student projects

a) **Percentage of students who have done in-house projects including inter departmental/programme:** Nil

b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies:** Nil

23. Awards/Recognitions received by faculty and students: Nil

24. List of eminent academicians and scientists/visitors to the department:

- Prof. Nitin Nitsure, TIFR
- Prof. Venkatramana, TIFR
- Prof. Shriprasad Tambe, Trainee and Examiner for IMO and Madhava competition
- Prof. Anand Sawant, TIFR
- Prof. R.J.Shah, Director of BS Actuarial Science.

25. Seminars/ Conferences/Workshops organized and the source of funding:

- a) National: Nil b) International: Nil

26. Student profile programme/course wise (refer question no. 4): NA

27. Diversity of Students

Name of the course	% of students from the same state	% of students from other States	% of students from abroad
2014 - 15	92.7	7.3	0
2013 - 14	92.75	7.25	0
2012 - 13	93.56	5.81	0.63
2011 - 12	100	-	-
2010 - 11	90.49	8.73	0.78

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

Many of our students join the Defence services; some opt for MCA course, some for the MSc programme and some for B.Ed. Exact data not available.

29. Student progression

Student progression	Against % enrolled
UG to PG	40 %
PG to MPhil	0%
PG to PhD.	0%
PhD to Post-Doctoral	0%
Employed	
• Campus selection	10% approx.
• Other than campus recruitment	70% approx.
Entrepreneurship/Self-employment	0%

30. Details of Infrastructural facilities:

- a) **Library:** Main Library 863 subject related books of which 76 books purchased from 2010
Departmental library 347 books
- b) **Internet facilities for Staff and Students:** Yes

c) **Class rooms with ICT facility:** Yes

d) **Laboratories:** Yes (Computer labs)

31. Number of students receiving financial assistance from college, university, government or other agencies:

Annexure XIV - Freeships and Scholarships (Page No. 397)

32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts

Year	Activities	Co organizer Resource person
2010 - 11	Math Mela	BC L and Prithvi Theatres
2011 - 12	Seminar on Infinite Series	Sri Prasad Tambe
2012 - 13	<ul style="list-style-type: none">Lecture on Careers in Actuarial SciencesVisit to TIFR and Public Lecture on Foundations of Mathematics	Prof R J Shah Prof N Nitsure, TIFR
2013 - 14	Seminar on Combinatorics	Anand Sawant, TIFR

33. Teaching methods adopted to improve student learning:

- Tutorials - Making students solve problems on the board and doing real time error analysis.
- Tutorial Journals for FY, SYBSc students (NOT prescribed by BOS) for the last 8 years
- Discussing common misconceptions and common mistakes in answers
- Math Communication skills taught to FYBSc
- Making them fill gaps in proof
- Student mentors selected for group assignment and Peer teaching (FY, SY, TY)
- Using Graphic Calculators and Software for teaching functions, graphs, limits, continuity etc

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: NIL

35. SWOT analysis of the department and Future plans

Strengths:

- Accomplished and Motivated faculty working cohesively as a team.
- Strong Reputation of faculty gets 50 % of TY students from other colleges
- Contribution to admin/extra-curricular activities (VP, Academics Committee, IQAC, Exam, Mentor Cell, Gymkhana)

Weakness:

- The ONLY In-house feeder for TYBSc is the PCM group of FY and the P-M group of SY

Opportunities:

- Market demand for Financial Math and Actuarial Sciences
- Research opportunities in pure and applied mathematics
- Opportunities in defence, IT, banking

Threats:

- Dwindling numbers and declining quality. In pure sciences
- Softwares are very expensive, Funds not easily available

Future plans:

- To conduct Short term courses in Actuarial Sciences; Financial Mathematics; Data Mining.

1. **Name of the Department:** Microbiology
2. **Year of Establishment:** 1981
3. **Names of Programmes/Courses offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, etc.):** UG
4. **Names of Interdisciplinary courses and the departments/units involved:**
2013 - 14
 - Certificate Course in ‘Basic techniques in Microbiology’ for undergraduates of department of Food production and processing of Nirmala Niketan College of Home Science.
 - Dr A. Wadia and Dr M.Ghayal- Co-guide for MSc dissertation projects for postgraduate students of Nirmala Niketan College of Home Science.
5. **Annual/ semester/choice based credit system (programme wise):**
CBSGS
6. **Participation of the department in the courses offered by other departments**
2013 - 14 - Ms R. Jain and Ms R. Jaisinghani carried out ‘Practical Sessions’ on ‘Microbial analysis of food’ at Nirmala Niketan College of Home Science with their MSc students (Food Processing and Preservation).
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.** NIL
8. **Details of courses/programmes discontinued (if any) with reasons**
NIL

9. Number of Teaching posts

	Sanctioned	Filled
Professors	0	0
Assoc. Prof.s	0	3
Asst Professors	4	1 + 1*

*Tenure Post

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /PhD./M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of PhD. Students guided for the last 4 years
Dr M. T. Pandya (Retired on 28/02/2013)	MSc, PhD	Assoc. Prof.	NIL	37	2
Dr A. G. Wadia	MSc, MPhil, PhD	Principal, Assoc. Prof. and HOD		32.5	
Mrs P. Sequeira	MSc	Assoc. Prof.		31	
Dr M. S. Ghayal	MSc, M.Phil, PhD	Assoc. Prof.		31	
Ms Roonal Jain	MSc, NET	Asst. Prof.		4	
Ms Renu Jaisinghani	MSc., NET	Asst. Prof.		2	

11. List of senior visiting faculty: NIL

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty

Year	%
2010 - 11	Nil
2011 - 12	26.3%
2012 - 13	12%
2013 - 14	18.42%

13. Student -Teacher Ratio (programme wise)

FY: 9:1 SY: 8:1 TY: 2:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Technical 02 Administrative 01

15. Qualifications of teaching faculty with DSc/ D.Litt/ PhD/ MPhil/PG:

PhD: 2, MPhil: 2, PG: 5

**16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received
NIL**

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

- Minor research grant from the University of Mumbai was granted to Dr Ashok Wadia for the year 2011 - 12 titled "Study of Tanker water

in Mumbai for its role in spreading Waterborne Diseases and other Health hazards related to dissolved chemicals’.

- Minor research grant from the University of Mumbai of Rs. 27,400 was granted to Dr M. Ghayal for the year 2012 - 13 titled “Microalgae as feed stocks”.
- Minor research grant from the university of Mumbai of Rs.27,400 was granted to Mrs P Sequeira for the year 2012 - 13 titled “Microbiological Analysis of branded and non-branded ice-creams from Mumbai and their role in food-borne disease”.

18. Research Centre /facility recognized by the University

NIL

19. Publications:

*** a) Publication per faculty**

*** Number of papers published in peer reviewed journals (national/ international) by faculty and students -**

Sr. No.	Name of Teacher	Paper Published/communicated	Journal Name and details (ISSN Number, citation index, impact factor, h index,etc.)
1.	Dr M. T. Pandya	“Microalgae and global warming”	Millenium development goals related to reproductive health: Status, challenges and future directives. ICMR (2013) ISBN:978-81-910540-3-3
		“Microalgae biomass: a renewable source of energy”	Energy Procedia (2013), pp. 242-250 DOI information: 10. 1016/j. egypro. 2013. 05. 031
		“Algae as Bioenergy resource”	J. Microb. World 15 (1) PP: (14-25) 2014 Microbiologists Society
2.	Dr Madhura Ghayal	“Microalgae and global warming”	Millenium development goals related to reproductive health: Status, challenges and future directives. ICMR (2013) ISBN:978-81-910540-3-3
		“Microalgae biomass: a renewable source of energy”	Energy Procedia (2013), pp. 242-250 DOI information: 10. 1016/j. egypro. 2013. 05. 031 ISSN 1876-6102
		“Algae as Bioenergy resource”	J. Microb. World 15 (1) PP: (14-25) 2014 Microbiologists Society
		“Biomass as Bioenergy”	A Review: submitted to ‘Different strokes’ a Journal published by Jai Hind College and has been accepted. ISSN 2249 7471

		Camellia sinensis as a natural meat preservative in association with its total polyphenol content	International Journal of Thesis Projects and Dissertations (IJTPD) Vol. 2, Issue 3, pp: (32-36):www.researchpublish.com (2014)
		Removal of Copper and Cadmium by Metal resistant organisms isolated from effluent	Life Sciences International Research Journal Vol 2 . SPL Issue.226.ISSN 2347-8691.ISBN 978-81-928281-24-3 (2015)
		“Role of honey as preservative in orange squash”	Paper is accepted and will be printed in the Conference proceeding “International Conference On Biotechnology and Bioengineering - 14” organized by Microbiologist society, India in collaboration with BITS Pillani Dubai Campus, Dubai
3.	Ms Roonal Kataria	“Antimicrobial activity of nanosilver-coated socks fabrics against foot pathogens”	Published online on 11th April, 2012 in The Journal of The Textile Institute. ISSN: 0040-5000. DOI:10.1080/00405000.2012.675680
		“Study of ocular drug delivery system using drug-loaded liposomes”	Published online on 16th February, 2011 in the International Journal of Pharmaceutical Investigations. ISSN: 2230-973X. 1(1): 35-41
4.	Ms Renu Jaisinghani	“Survey on KAP about carbonated beverages among students of Smt. CHM College, awareness campaign about its ill-effects”	Proceedings of the International conference on Extension Education and Rural Communities 2013 ISBN 978-93-83-072-08-8

*** Number of papers published in peer reviewed journals (national/international) by faculty and students: 7**

*** Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) Papers in database - 2**

20. Areas of consultancy and income generated NIL

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards
2010 - 14: Dr A. Wadia: Member of the Quality Improvement and Technology committee IMC for year
2010 - 14: Dr M. Ghayal: Board member: St Xavier’s college
2012 - 13: Dr M. T. Pandya was the Member of steering Committee for an International conference on Sustainable energy Engineering organized on

6th-8th November, 2012 at Yogyakarta, Indonesia

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme

Year	%
2010 - 11	NIL
2011 - 12	56% (SY and TY)
2012 - 13	100% (Xplore)
2013 - 14	100% AAvishkaar and Xplore

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:

Year	Number of students	%
2010 - 11	6/48	12.5
2011 - 12	7/43	16.2
2012 - 13	5/47	10.7
2013 - 14	6/53	11.3

23. Awards/Recognitions received by faculty and students

Faculty

2010 - 11

- Madhura Ghayal received Pragatisheel Mahila Award -Rs 7,500/- Award cum scholarship from Women Graduate Union, Mumbai

2011 - 12

- Dr M. T. Pandya was invited as a member of the steering committee for an International conference on “Sustainable energy engineering” organized by the Indonesian Institute of Sciences at Indonesia
- Dr A.Wadia was made ‘In-charge Principal’ from 26th November 2011.
- Dr Wadia was felicitated by Ruia College on completion of his PhD
- Mrs M Ghayal was awarded the ‘Women Graduates Union Scholarship’ of Rs 30,000/- for her PhD work on ‘ Role of Microalgae in combating Global Warming’

2012 - 13

- Dr A.Wadia was made ‘Principal’ of Jai Hind College from May 2012.
- Dr M.Ghayal was felicitated by Ruia College on completion of her PhD
- Dr M. Ghayal was awarded for her oral presentation on ‘Biomass Bioenergy’ in UGC sponsored national symposium on ‘Modern trends and applications in life sciences’ organised by Elphinstone College, University of Mumbai

Students

2010 - 11

- Puneet Sadarangani and Prachi Raul participated in the Health Fair held at K.J. Somaiya college and won the First Prize for their poster on 'Cosmetic Technology and Advancements' and also won second prize in 'Bio-Jingle' and 'Ad making'.
- Puneet Sadarangani and his team won the First Prize in 'Phyzex 2010' held in December by Physics Department, Jai Hind College for their model on 'Bioleaching and its applications in metal extractions'.
- In the 'X-Factor Revived' event held by Birla College, Kalyan in December, 2010 Puneet Sadarangani along with Priyanka Mokashi won the First Prize for the 'Best from Waste model on Earth Condition in 2050'.
- Priyanka Mokashi won the First Prize for 'Shootout at campus' and 'Culture plating'.
- Puneet H. Sadarangani was awarded an 'Overall Academic Excellence with focus on Research and Applied Research' Award by college at the Achiever's Night.
- Priyanka Mokashi won First prize in singing at 'Ragacepella' event at Malhar Festival showing that Micro students are equally good at cultural activities.
- Prachi Raul received coveted SUMITOMO Scholarship.
- Ms Prachi Raul of TYB.Sc secured the first position in Microbiology at the University examination held in March 2011.

2011 - 12

- Keyuri Mokashi and Dipshikha Nemane won second prize for their science project at KC College.
- Shruti Desai won the first prize in 'Biorangoli' at Viva College.
- Keyuri Mokashi and Diana Goveas, Shruti Desai and Shabbir Amreliwala won prizes for exhibits at the Annual Science exhibition 'Phyzex' held by the physics department.

2012 - 13

- T.YB.Sc student Neha Jadhav received coveted SUMITOMO Scholarship
- SYB.Sc student Mr Samaya Lalwani participated and won prizes at
 - Malhar- Street play (1st) and Acapella (2nd)
 - Kaliedoscope- Band (Electrocuted)- 1st, Acapella - 1st
 - Bits Goa- Band, 'Red seems right'- 5th- all over India
- In Udaan intercollegiate activity organized by DHLL of University of Mumbai Jai Hind students won 3rd Prize for Street play.

2013 - 14

- Insiya Lokhandwala and Aayushi Shah of SYB.Sc -Sumitomo scholars
- Zeenat Khakerwala of FYB.Sc was awarded the KPMG scholarship

- Dhwani Shah, Insiya Lokhandwala and Aayushi Shah won 2nd prize for the research project ‘Nano fights against oral cavities’ at Konark research meet, 2013 organized at SIES College. Their work was also awarded 2nd prize at ‘Jigyasa’, 2013 the annual Research Scholar Meet organized at K.C.College. The same team also bagged 1st prize at the pre-screening for AAvishkaar Research meet organized in our college.
- Manjesh Tiwari and Anju Khedar secured the 3rd and 8th position respectively in the Annual Monsoon Marathon. They also were the part of the winning team in the Sport-O-Mania, 2013 for relay and tug of war.

24. List of eminent academicians and scientists/visitors to the department:

Dr Vijay Sharma (Director, Stem Cell Research, Wockhardth), Dr Anna George (Indian Institute of Immunology)

25. Seminars/Conferences/Workshops organized and the source of funding

2010 - 11: The Departments of Biological Sciences collectively hosted a seminar “Planet earth... Take care... Take charge...”

2013 - 14: The department along with “Roots and Genes” of the biology department organized a lecture on ‘Stem cells’ by our alumni, Dr Vijay Sharma, Chairperson of Stem Cell Unit at Wockhardt Hospital

26. Student profile programme/course wise:

Name of the course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
Basic Techniques in Micro (Certificate Course) 2012 -13	28	28	0	28	100
Basic Techniques in Micro (Certificate Course) 2013 -14	39	39	0	39	100

*M = Male *F = Female

27. Diversity of Students

Name of the course FYBSc	% of students from the same state	% of students from other States	% of students from abroad
2010 - 11	93.75	6.25	0
2011 - 12	100	0	0
2012 - 13	100	0	0
2013 - 14	91.66	8.3	0
2014 - 15	91.3	8.7	0

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? NIL

29. Student progression

Student progression	Against % enrolled			
	2010 - 11	2011 - 12	2012 - 13	2013 - 14
UG to PG	100%	100 %	84.61	81.25
PG to MPhil	Nil	Nil	Nil	Nil
PG to PhD.	20	18.7	13.3	14.2
PhD. to Post-Doctoral		Nil		Postdoctoral Associate with Dr Robert Weinberg at the Whitehead Institute for Biomedical Research, MIT, USA. 10%
Employed				
• Campus selection	NIL		NIL	Nil
• Other than campus recruitment	7.14 (1 out of 12)			Nil
Entrepreneurship/ Self-employment	Nil	Nil	NIL	Nil

30. Details of Infrastructural facilities:

- Library:** Main Library 856 subject related books of which 55 books purchased from 2010 Departmental library 190 books
- Internet facilities for Staff and Students:** 2 desktop with LAN connectivity accessible to all
- Class rooms with ICT facility:** 1 classroom and 1 lab
- Laboratories:** Well equipped for UG practicals and research

31. Number of students receiving financial assistance from college, university, government or other agencies:

Annexure XIV - Freeships and Scholarships (Page No. 397)

32. Details on student enrichment programmes (special lectures/workshops /seminar) with external experts

2013 - 14

- First and second year students participated in Collaborative Undergraduates Biology Education (CUBE) workshop where they got an insight on multicellular eukaryotic model systems for research studies.
- IRIS lecture on Evolution attended by students

33. Teaching methods adopted to improve student learning

- e-Learning encouraged via presentations, animations and e-books
- To develop analytical and 'out of the box' thinking
- Problems are given to students and solutions from students are

reviewed

- Newer methods for Internal Assessment of students for Credit based system were implemented like making of experimental models and writing reports after Industrial visits
- Correlating theory and practical e.g. students were asked to isolate and identify bacteria, molds and algae from the environment and to write an assignment on it
- Students were trained to write a research paper and how to go about getting it published in a scientific journal.
- Competitive quizzes and puzzles based on curriculum to increase interest amongst students.
- Reading and discussion of newspaper articles related to subject to update the students knowledge

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

- Dr M Ghayal, Coordinator of Extension Activity Cell
- Students join DHLL of University of Mumbai

35. SWOT analysis of the department and Future plans

Strengths:

- Staff with vast teaching and research experience
- 3 recognized Postgraduate teachers for papers and 2 teachers for MSc by research
- Dedicated and united teaching and non teaching staff

Weakness:

- Decreasing number of students
- No post graduate courses
- Space constrains

Opportunities:

- Students are given research projects and guided to develop research skills.

Threats:

- Professional courses.

Future plans:

- Improve student strength
- To organize a seminar/workshop
- Post Graduate Department Facilities
- Well Equipped Research Lab
- Research projects from UGC/ University/ Private sectors
- To start a Certificate course in “Basic Techniques in Microbiology” and Stem cell Research

1. **Name of the Department:** Philosophy
2. **Year of Establishment:** 1948
3. **Names of Programmes/Courses offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, etc.):** UG
4. **Names of Interdisciplinary courses and the departments/units involved:** None
5. **Annual/ semester/choice based credit system (programme wise):** CBSGS
6. **Participation of the department in the courses offered by other departments:** None
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** None
8. **Details of courses/programmes discontinued (if any) with reasons:** None

9. Number of Teaching posts

	Sanctioned	Filled
Professors	0	0
Assoc. Prof.s	0	0
Asst Professors	1	1

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /PhD./M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience
Ms Simmin Bawa	MA, NET	Head and Asst. Prof.	Philosophy	8 years

11. **List of senior visiting faculty:** NA
12. **Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:** NA
13. **Student-Teacher Ratio (programme wise):** One teacher for every batch. Student strength varies depending upon the year taught.
14. **Number of academic support staff (technical) and administrative staff; sanctioned and filled:** NA

- 15. Qualifications of teaching faculty with DSc/ D.Litt/ PhD/ MPhil/PG:**
PG: 1
- 16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:** None
- 17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:** None
- 18. Research Centre /facility recognized by the University:** None
- 19. Publications:** NIL
- 20. Areas of consultancy and income generated:** NA
- 21. Faculty as members in:** None
a) National committees b) International Committees c) Editorial Boards:
- 22. Student projects**
a) **Percentage of students who have done in-house projects including inter departmental/programme:** None
b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:** None
- 23. Awards/Recognitions received by faculty and students:**
a) Ms Zainab Kanorewala (Dec 2013) received award for best student research paper presented at the Bombay Philosophical Society students seminar
b) Ms Mahi Luthra (Dec 2013) received award for second best student research paper presented at the Bombay Philosophical Society students seminar
- 24. List of eminent academicians and scientists/visitors to the department:**
Dr Trevor Allis delivered a lecture on Multiculturalism to Philosophy and Political Science students (Aug 2013)
- 25. Seminars/ Conferences/Workshops organized and the source of funding:**
a) National: National Seminar organised titled “Rethinking Women’s Issues in Contemporary India” on 12th January 2013 held at Jai Hind College. Source of funding is UGC

b) International: Nil

26. Student profile programme/course wise (refer question no. 4): NA

27. Diversity of Students: Annexure XIII (Page No. 396)

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? None

29. Student progression NA

30. Details of Infrastructural facilities:

- a) **Library:** Main Library 1492 subject related books of which 80 books purchased from 2010
- b) **Internet facilities for Staff and Students:** Yes
- c) **Class rooms with ICT facility:** Yes
- d) **Laboratories:**No

31. Number of students receiving financial assistance from college, university, government or other agencies:
Annexure XIV - Freeships and Scholarships (Page No. 397)

32. Details on student enrichment programmes (special lectures/workshops /seminar) with external experts: NIL

33. Teaching methods adopted to improve student learning

- a) ICT
- b) Chalk and Talk
- c) Movies and Documentaries
- d) Field visits
- e) Art and Craft

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Nil

35. SWOT analysis of the department and Future plans

Strengths:

- Contemporary Curriculum, Quality of Students, Taking the subject beyond the classroom

Weaknesses:

- Only 3 papers offered at TYBA

Opportunities:

- Collaboration with other departments and making the subject interdisciplinary, exploring technology as an academic tool

Threats:

- Students go to other colleges where a full major in Philosophy is offered.

Future plans:

- More seminars, workshops, field visits and talks by academic scholars for students and faculty. Holding meditation classes for staff (teaching and non-teaching) and students

1. **Name of the Department:** Physics
2. **Year of Establishment:** 1949
3. **Names of Programmes/Courses offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, etc.):** UG
4. **Names of Interdisciplinary courses and the departments/units involved:** Certificate course in basic Astronomy with AAA (Amateur Astronomer's Association) where students from all faculty apply.
5. **Annual/ semester/choice based credit system (programme wise):** CBSGS
6. **Participation of the department in the courses offered by other departments:** NIL
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** The Dept of Physics conducts a certificate course in Basic Astronomy in collaboration with AAA (Amateur Astronomer's Association)
8. **Details of courses/programmes discontinued (if any) with reasons:** NIL

9. Number of Teaching posts

	Sanctioned	Filled
Prof.s	0	0
Assoc. Prof.s	0	4
Asst Prof.s	06 +01*	2 + 1*

* Deputed to Bhavan's College from Feb 2013 on account of decline in workload

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /PhD./MPhil etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience
Mrs F. Mistry	MSc, MPhil, DHE	Assoc. Prof.	Electronics	37
Dr S. Khatua (Retired on June 2014)	MSc, MPhil PhD	Assoc. Prof.	Solid State Physics	32
Mrs D. Daruwalla	MSc, MPhil, DHE	Assoc. Prof.	Electronics	30
Dr V. Dhar	MSc, MPhil PhD	Assoc. Prof.	Solid State Physics	26

Mrs M. Joshi	MSc, NET	Asst. Prof.	Solid state Electronics	13
Mr S. Dange	MSc, NET	Asst. Prof.	Non Linear Dynamics	10
* Mrs J. Mayekar	MSc, SET	Asst. Prof.	Electronics	05

*Deputed to Bhavans College from Feb 2013 on account of decline in workload

11. List of senior visiting faculty: NIL

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty

All faculty permanent and lectures and practical distributed as per workload

13. Student-Teacher Ratio (programme wise):

FY - 18:1, SY - 10:1, TY - 2:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: 2 Lab Asst.s, 8 Lab Attendants sanctioned and filled

15. Qualifications of teaching faculty with DSc/ D.Litt/ PhD/ MPhil/PG:

PhD 2, MPhil 4, PG 7

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

- V. Dhar University of Mumbai minor research projects (2012 - 13)
- J Mayekar University of Mumbai minor research project (2012 - 13)
- S. Dange University of Mumbai Minor Research project (2013 - 14)

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:

- “Comparative study of Antibacterial property of metal and metal oxide nanoparticles for Biomedical Applications” A research grant of Rs 36,700 was sanctioned in November 2012. Project completed and submitted in the month of July 2013 by V.S.Dhar, Jyoti Mayekar
- V. Dhar got Travel grant sanctioned by UGC for attending International Conference in Singapore in 2013 - 14
- M. Joshi got Travel grant of 300 Euros from International Crystal Growth Organization to attend International conference on Crystal growth in Berlin in 2012
- Mr S. Dange is working on minor research project “Effect of Thermal Treatment on Magnetic and Magnetostrictive Properties of TbDyFe₂ and its Boron Substituted Pseudobinarys.” A research grant of Rs

20,000 was sanctioned to him in November 2013 by Univ. of Mumbai.

18. Research Centre /facility recognized by the University: NIL

19. Publications:

*** a) Publication per faculty**

Dr V. Dhar:

1. Research Education for undergraduate students” Different Strokes, TAF journal Article, DS JHC Vol 3,july 2013 (ISSN 2249-7471).
2. “To Study the Role of Temperature and Sodium Hydroxide Concentration in the Synthesis of Zinc Oxide Nanoparticles” International Journal of Scientific and Research Publications, IJSRP, Volume 3, Issue 11, November 2013 Edition [ISSN 2250-3153] Impact factor 0.69
3. Research paper link: [http://www.ijsrp.org/research-paper - 1113.php?rp=P231977](http://www.ijsrp.org/research-paper-1113.php?rp=P231977)
4. “Role of salt precursor in the synthesis of zinc oxide nanoparticles” with paper id 20140303095. International Journal of Research in Engineering and Technology, IJRET: Volume: 03 Issue: 03, Mar - 14 ISSN: 2319 - 1163 | ISSN: 2321-7308, Impact Factor 1.3268 Research paper link http://www.ijret.org/Volumes/V03/I03/IJRET_110303008.pdf

Mrs M. Joshi:

1. Characterization of InSbBi bulk crystal grown at various growth rate by vertical directional solidification .Archives of physics research -0312612, 2012, 3 (1):15 -, ISSN: 0976-0970
2. Effect of annealing on electrical characteristic of dilute nitride of indium antimonide. International conference on recent trends in applied physics and material science-RAM 2013.AIP Conf. Proc.1536, 333(2013).
3. Microhardness and Electrical Properties a Bulk Crystal Grown from Mixture of Two Different Compositions of InSbBi Bulk Crystals, International Journal of Scientific and Research Publications (IJSRP). 02/2013; Volume 3(Issue 2). [ISSN 2250-3153] Impact factor 0.69
4. Growth and X ray Characteristics of Dilute Nitride of Indium Antimonide Scholars Research Library Archives of Physics Research. 01/2013; 4(6):33-36, ISSN: 0976-0970

Mr Dange: 1

1. “Magnetoresistance of Bismuth in Bulk and Thin Film Forms” AIP conference proceedings 1591, 1400 (2014); doi 10.1063/1.4872973 link <http://dx.doi.org/10.1063/1.4872973>

*** Number of papers published in peer reviewed journals (national/ international) by faculty and students -**

Dr S. Khatua 1, Dr V. Dhar 3, Mrs M. Joshi 4, Mr Dange 1

*** Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)**
Papers in database - 4

20. Areas of consultancy and income generated: NIL

21. Faculty as members in

a) National committees

F Mistry - Member IAPT (Indian Association of physics Teachers)
IPA(Indian Physics Association)

b) International Committees

V. S. Dhar - Member of MRS - an international union for material science research activities

c) Editorial Boards: NIL

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme:

- Effect of Sound on Non-Newtonian Fluids: FY Tanesh Manjarekar
- Crystal Growth of Transition Metal Sulphate Hydrate: SY Puja Mehta, Shweta Rani
- Electrical Characteristic of Dilute Nitride Indium Antimony: TY Danish, Ankit Yadav,
- A tandem temperature sensor: SY Vikash Kumar.

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:

1. Nishant Dargar and Anumati Sharma of SYBSc did a research project at Regional Meteorological Centre Mumbai under the guidance of D.D.G.M (Dr) R.V. Sharma on Rainfall statistics.
2. Bhagyashree and Karishma Lonar Crater
3. karishma Workshop on Astronomy

23. Awards/Recognitions received by faculty and students:

- Jan, 2011 1st prize Zubin and Divya, TYBSc. Intercollegiate Science Exhibition organized by Ruparel College.
- Jan, 2011 3rd prize Animesh and Vinay, SYBSc Intercollegiate Science Exhibition organized by Ruparel College.
- Jan, 2013 Shahid Choudhari of SYBSc won Second Prize Techfest

2013 at IIT

- Jan, 2013 Devanshu Panchal of FYB.Sc won first prize Intercollegiate Power point presentation at GIGNOSCO
- 18th Jan, 2014 V. Dhar (Faculty) Poster presentation “Microwave assisted synthesis and characterization of Multifunctional Magnetic Nano Particles for Bio-medical use” National seminar on recent advances in material science(RAMS - 14) Mahatma Phule Arts, Science and Commerce College, Panvel, won 3rd prize.
- 3rd - 4th Jan. 2013 Mr S. Dange (Faculty) Oral presentation “Magnetic and Magnetostrictive Properties of Boron substituted Terfenol-D Alloys” 2nd best oral research paper presentation at National Conference o Research Trends in Smart Materials 2013 Guru Nanak College

24. List of eminent academicians and scientists/visitors to the department:

- 23rd Sept 2010 Dr N. Mondal, TIFR
- 30th July 2011 Dr Madhavi Chand of TIFR
- 11th Sept, 2012 Dr Gagan Mohante
- 20th Dec 2012 Rajesh Balani, J. director, PCRA
- Aug 2013 Dr Thamizhavel TIFR

25. Seminars/ Conferences/Workshops organized and the source of funding:

a) National: Nil b) International: Nil

26. Student profile programme/course wise:

Name of the course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
Basic Course in Astronomy	16	15	5	10	Course going on

*M = Male *F = Female

27. Diversity of Students

Name of the course FYBSc	% of students from the same state	% of students from other States	% of students from abroad
2010 - 11	90.49	8.73	0.78
2011 - 12	100	-	-
2012 - 13	93.56	5.81	0.63
2013 - 14	92.75	7.25	0
2014 - 15	92.7	7.3	0

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? NA

29. Student progression

Student progression	Against % enrolled
UG to PG	2010 - 11 50% 2011 - 12 41% 2012 - 13 50% 2013 - 14 37.5%
PG to MPhil	Nil
PG to PhD.	3.9%
PhD to Post-Doctoral	Nil
Employed	
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities:

a) Library:

Main Library 950 subject related books of which 205 books purchased from 2010

Departmental library 327 books

b) Internet facilities for Staff and Students:

The Physics lecture room is well equipped with AV aids and internet facilities

c) Class rooms with ICT facility:

Yes

d) Laboratories:

2 spacious well equipped labs.

31. Number of students receiving financial assistance from college, university, government or other agencies:

Annexure XIV - Freeships and Scholarships (Page No. 397)

32. Details on student enrichment programmes (special lectures/workshops /seminar) with external experts

PHYZEX

year	No. of projects	External judges
2010 - 11	12	Afshan Choudhary, Sophia College
2011 - 12	24	Raghu Pillai, Jhunjhunwala College, Rajesh Khaparde, HBCSE
2012 - 13	26	Internal judges
13 - 14	27	Mrs Kulkarni K. C. College, Shirish Pathare, H. B. C. S. E.
14 - 15	22	Dr Rekha Godbole Jhunjhunwala and Mr Rajesh Singh, St Xavier's College

Visits

year	Place	No. of Students
11 th and 12 th Dec 2010	Badlapur night sky observation	12
13 th and 14 th Feb 2011	Ankleshwar night sky observation	12

May 2012	Lonar Crater to collect meteorite samples for research	4
5 th July 11	National College,, Nuclear energy: Facts and Fallacies	20
9 th April, 2011	Night sky observation at St Xaviers College:	5
15 th July 2011,	Pathways to Nuclear disarmament “Nuclear tripping point”- Movie,on Nehru Science Centre	10
12 th Aug 2011	KC College in collaboration with ISRO State level seminar and exhibitions	17
13 th Dec 2011	TIFR lecture series, public lecture on Cosmology, gravitation and elementary particles	35
5 th April 2011	Visit to Nanotechnology lab, Mumbai University,Kalina campus.	22
20 th July 2012	Tarapur power plant	39
18 th , 19 th Oct 13	TIFR,Mumbai	30
2013 - 14	HBCSE,Mumbai (one day workshop for each batch)	23

33. Teaching methods adopted to improve student learning

PC simulations

Demonstration Experiments

Student Seminars conducted for Theory and Practical

Problem solving sessions

Project involvement

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

The college has a CSR committee and an extension cell for which several students are involved to carry out activities organized.

35. SWOT analysis of the department and Future plans

Strengths:

- Dynamic faculty
- Minor Research Projects undertaken
- Student-teacher involvement
- Enthusiastic non -teaching staff
- Physics Society
- Well equipped laboratories

Weakness:

- Small numbers offering the subject
- Quality of students (Academically/ financially weak)

Opportunities:

- Making available Text/ Reference books from dept. library
- Informal remedial teaching

Threats:

- Manifold subject options in college
- Professional/Vocational courses

Future plans:

- Organize a National level Seminar
- Workshop for non- teaching staff of the department.
- Introduce short term Certificate courses in Photography
- Additional coaching to prepare students for NGPE
- Faculty and student Interaction - sharing any relevant contemporary information, presentations by faculties who have presented poster/oral papers, on a regular basis
- To provide scholarships for needy students(50% Waiver) through the Physics Society funds

1. **Name of the Department:** Political Science
2. **Year of Establishment:** 1948
3. **Names of Programmes/Courses offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, etc.):** UG
4. **Names of Interdisciplinary courses and the departments/units involved:** Nil
5. **Annual/ semester/choice based credit system (programme wise):** CBSGS
6. **Participation of the department in the courses offered by other departments:** International Relations Course run by History Department and Blue Bridge Programme
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** Nil
8. **Details of courses/programmes discontinued (if any) with reasons:** Nil

9. **Number of Teaching posts**

	Sanctioned	Filled
Professors	0	0
Assoc. Prof.s	0	0
Asst Professors	1	1

10. **Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /PhD./M. Phil. etc.,)**

Name	Qualification	Designation	Specialization	No. of Years of Experience
Dr R Julka	MA, Ph.D, NET and SET	Assistant Prof	International Relations	6 yrs

11. **List of senior visiting faculty:** NA
12. **Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:** NA
13. **Student-Teacher Ratio (programme wise):**230: 1 (approx)
14. **Number of academic support staff (technical) and administrative staff; sanctioned and filled:** NA

- 15. Qualifications of teaching faculty with DSc/ D.Litt/ PhD/ MPhil/PG:**
PhD: 1, PG: 1
- 16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:** NA
- 17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:**NA
- 18. Research Centre /facility recognized by the University:** Nil
- 19. Publications:** Nil
- 20. Areas of consultancy and income generated:** NIL
- 21. Faculty as members in:** Nil
a) National committees b) International Committees c) Editorial Boards:
- 22. Student projects**
a) **Percentage of students who have done in-house projects including inter departmental/programme:** 100% till 2013 - 14
b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:** NA
- 23. Awards/Recognitions received by faculty and students:**Nil
- 24. List of eminent academicians and scientists/visitors to the department:**
1) Mr Nagindas Sanghavi was invited to deliver a lecture on “Center - State Relations” on 20.12. 2010
2) A talk was organized on “Election Process in India” by Mr Navin Chawla, the former Chief Election Commissioner of India on 10.01.2011.
3) A guest lecture was organized on” Globalisation and Emerging Geo-Politics “ by Dr Uttara Sahasrabuddhe “on July 12th 2013.
4) On July 16th 2014 Dr Oza, Dept of Law,Mumbai University, was invited to deliver a talk on” Human Rights: Law and Practice”
- 25. Seminars/ Conferences/Workshops organized and the source of funding:**
a) National:
1) A 3 day UGC National Seminar was organized on “60 years of The Indian Constitution: Retrospect and Prospect” by the Dept of

Pol.Science on Sept 20, 21 and 22,2010

- 2) National Seminar was organized by the Departments of English, Political Science and Philosophy on “Rethinking Women’s Contemporary Issues in India” on 12th January, 2013.

b) International: Nil

26. Student profile programme/course wise (refer question no. 4): NA

27. Diversity of Students: Annexure XIII (Page No. 396)

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? None

29. Student progression: No Data

30. Details of Infrastructural facilities:

- a) **Library:** Main Library 1166 subject related books of which 89 books purchased from 2010
- b) **Internet facilities for Staff and Students:** Yes
- c) **Class rooms with ICT facility:** Yes
- d) **Laboratories:** Yes

31. Number of students receiving financial assistance from college, university, government or other agencies:

Annexure XIV - Freeships and Scholarships (Page No. 397)

32. Details on student enrichment programmes (special lectures/workshops /seminar) with external experts: Nil

33. Teaching methods adopted to improve student learning: PPT, Students’ Seminar, Debates, Quizes, Guest lectures, extra lectures

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Nil

35. SWOT analysis of the department and Future plans

Strengths:

- For the students of Bachelor of Arts, Pol. Sc. forms an important subject combination
- It prepares students for public life and tries to shape them into good citizens.

Weakness:

- No Majors in Pol. Sc.
- Student teacher ratio is less.

Opportunities:

- To have a Pol. Sc. Major.

Threats:

- Other Colleges are offering Pol. Sc. Major, hence after doing SYBA some of the good students leave our College.

Future plans:

- Introduce full major, Plan for certificate courses, Guide the students for the UPSC examinations

1. **Name of the Department:** Psychology
2. **Year of Establishment:** 1952
3. **Names of Programmes/Courses offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, etc.):** B.A Psychology
4. **Names of Interdisciplinary courses and the departments/units involved:** Nil
5. **Annual/ semester/choice based credit system (programme wise):** CBSGS
6. **Participation of the department in the courses offered by other departments:** BCom (Psychology of Human Behaviour at Work)
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** NA
8. **Details of courses/programmes discontinued (if any) with reasons:** NA
9. **Number of Teaching posts:** 2010 - 11 to 2013 - 14

	Sanctioned	Filled
Professors		
Assoc. Prof.s	1	1
Asst Professors	2	2

10. **Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /PhD./M. Phil. etc.):** 2010 - 11 to 2013 - 14

Name	Qualification	Designation	Specialization	No. of Years of Experience
M. R. Kumar	MA	Assoc. Prof	Counseling	28
N. K. Jyothi	MA, SLET	Asst. Prof	Industrial Psychology	18
Dr R. D. Chaturvedi	MA, PhD, NET-JRF	Asst. Prof	Industrial Psychology	15

11. **List of senior visiting faculty:** NA
12. **Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:** NA
13. **Student-Teacher Ratio (programme wise):**
 FYBA: 60:1 SYBA 35:1 TYBA 25:1 TYBCom: 100:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: NA

15. Qualifications of teaching faculty with DSc/ D.Litt/ PhD/ MPhil/PG:
PhD 1, PG 3

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:
Minor Research Project in 2013 - 14 from Mumbai University 1 faculty

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:NA

18. Research Centre /facility recognized by the University: NA

19. Publications:

Papers Published in Journals by Dr Chaturvedi:

- Personality, Eating Disorder and Resilience: A study on female Indian Adolescents Journal of Psychology, Jai Hind College ISSN 2321 4023 Vol VI 2013 - 14 Pages: 111 - 120 Refereed Journal
- Eating Disorder, Self-Esteem, Sensation Seeking Behavior and Appearance Based Rejection Sensitivity in Indian male and female adolescents: A Comparative Analysis Pages: 73-80 Bombay Psychologists ISSN 0975-0738 Vol XXIX, No. 1x2 2014 Pages: 73-80 Refereed Journal

Papers Published in Proceedings by Dr Chaturvedi and her students:

4th International conference on Life Skills Education: 'Optimizing Positive Strengths through Life Skills'. Organized by: Rajiv Gandhi National Institute of Youth Development, Sriperumbudur (held at KBP College, Vashi) Proceedings published by: Rajiv Gandhi National Institute For Youth Development & Indian Association of Life Skills Education ISBN 9789382 062806

- Resilience in Adolescence: A Biopsychosocial Perspective Pages: 536-545
- Adolescent Phase: Depression, Stressors and Coping Strategies Pages: 310-318
- Personality, Eating Disorder and Resilience: A study on Female Indian Adolescents Pages: 558-564
- Adolescents boys and girls trust with communication styles and peer relations: A comparative study Pages: 127 - 134
- Hardiness and Emotional Quotient today: A study on Indian Youth Pages: 645-649

N.K.Jyothi

- Paper published in book ISBN 978-93-83072 - 15-6 conference proceedings International seminar on Status of women in transitional societies issues and challenges organised by University of Mumbai dept of Eurasian Studies Title of paper: work- family - personal balance and life satisfaction
- Paper on Adjustment & Personality in Adolescence presented at International conference on Family at cross roads jointly organised BPA and University's dept of applied Psychology Dec 2 2013 to be published in forth coming journals of BPA
- Title of paper presented: Adjustment of College Students: A Psychological Perspective at Rajasthani Seva Sangh Smt Durgadevi Tiberwalla College Humanities dept: National Seminar: Tryst with Destiny on 22 Feb 2014 Paper to be published subsequently in conference proceedings.

*** Number of papers published in peer reviewed journals (national/ international) by faculty and students:**

15 articles by student and 2 articles by faculty in Jorunal of Psychology Jai Hind College 2013 - 14

*** Books with ISBN/ISSN numbers with details of publishers**

1 journal of Psychology ISSN: ISSN2321 - 4023 2013 - 14

20. Areas of consultancy and income generated: NA

21. Faculty as members in: NIL

a) National committees b) International Committees c) Editorial Boards:

22. Student projects

a) **Percentage of students who have done in-house projects including inter departmental/programme:** 100% at SYBA n TYBA

b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:**

23. Awards/Recognitions received by faculty and students:

Teachers

2013 - 14

Dr Ruchi Chaturvedi receive a grant of Rs. 25000 for a minor project from MUDAP 2013 - 14

N. K. Jyothi got an opportunity to work as joint chief conductor for University exams in the month of October 2013

Students

2012 - 13 university merit ranks

- Charmi Zaveri 3rd Rank
- Sowmya Warriar 4th Rank
- Nehal Deora 5th Rank
- Harsha Chopda 10th Rank

2012 - 13

- R.Chaturvedi wins first prize at paper presentation at St. Andrews College on the topic: Personality, Anger, Sexuality and Suggestibility in Adolescence
- Lamya Bagasarwala: Sumitomo Scholarship, student of the year of JHC, walked the Ramp as student achiever of Mumbai at a show organized by NGO BETI, wins best student research paper at seminar organized by Bombay Psychological Association.
- Rayna Mehta along with Sonakshi, Riya and Lamya gets 1st position at intercollegiate psychology Quiz.
- Karan Chugh and Jai Thade win best role play at intercollegiate competition hosted at Ruparel college
- Jai Thade wins best actor at intra collegiate play competition on the theme of women's issues
- Divyaraj Karnasar of TYBA gets selected at Jindal interview

2011 - 12 university merit ranks

- Urvashi Punwani felicitated by Vice Chancellor for standing first at the TYBA in the whole of Mumbai University
- Sheeba Nair felicitated by Vice Chancellor for standing third at the TYBA in the whole of Mumbai University
- Nikita Samanta Felicitated by Vice Chancellor for standing fifth at the TYBA in the whole of Mumbai University
- Firdaus Quadri Felicitated by Vice Chancellor for standing seventh at the TYBA in the whole of Mumbai University

2010 - 11 University Merit Ranks

- Rhea Wagh 7th rank in TYBA university of Mumbai
- Maria Jodiawala 9th rank in TYBA university of Mumbai

2010 - 11 Intercollegiate Awards:

- SYBA psychology team 1st prize in debate on Future of Psychology at D.G.Ruparel college Psychology Fest
- Psychology student team wins 1st prize in poster competition: Strichya Astitiva at R.D.National College
- Psychology student team wins third prize in play competition at R. D. National college

24. List of eminent academicians and scientists/visitors to the department:

2010 - 11 Ms Purvi Shah from MDACS

2011 - 12 Dr Rajeev Naidu practising hypnotherapy and homeopath

2012 - 13 Kamakshi Khurana and Vishala Khurana practising music therapists

2013 - 14 Dr Rajeev Naidu

25. Seminars/ Conferences/Workshops organized and the source of funding:

a) National: Nil b) International: Nil

26. Student profile programme/course wise (Refer question no. 4): NA

27. Diversity of Students: Annexure XIII (Page No. 396)

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? NA

29. Student progression

Student progression	Against % enrolled
UG to PG	70% approx all years
PG to MPhil	
PG to PhD.	
PhD to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	15% approx all years
Entrepreneurship/Self-employment	15% approx all years

30. Details of Infrastructural facilities:

a) **Library:** Main Library 1543 subject related books of which 90 books purchased from 2010

b) **Internet facilities for Staff and Students:** staff Wi-Fi ; student pay n use Wi-Fi

c) **Class rooms with ICT:** 3 common on sharing basis

d) **Laboratories:** 1 lab

31. Number of students receiving financial assistance from college, university, government or other agencies:

Annexure XIV - Freeships and Scholarships (Page No. 397)

32. Details on student enrichment programmes (special lectures/workshops /seminar) with external experts

2010 - 11

- Ms Purvi Shah from MDACS workshop on AIDS
- Workshop on psychology careers by Counselor Pratibha Jain

2011 - 12

- Dr Rajeev Naidu practising hypnotherapist and homeopath workshop on hypnotherapy
- Workshop on psychology careers by Counselor Pratibha Jain
- Mental Health workshop by ex students Neha Tamhane now a practicing counselor at SNTD) ShireenPalia (now working at Dilkush Special school as counselor)

2012 - 13

- Kamakshi Khurana and Vishala Khurana practising music therapists workshop on music therapy
- Workshop on fairytales and their messages in psychology by counselor Mahek Punjabi
- Workshop on graphology by Arjun Chugh practicing graphologist
- Workshop on psychology careers by Counselor Pratibha Jain

2013 - 14

- Dr Rajeev Naidu workshop on hypnotherapy
- Parkinsons volunteers workshop by Nishat Mukadam and Deborah Herbert of Parkinsons Disease And Disorder Movements Society
- Workshop on psychology careers by Counselor Pratibha Jain

33. Teaching methods adopted to improve student learning:

2010 - 11

- Practicals introduced at the first year level for students. This makes them understand aspects like independent and dependent variable at the application levels
- A version of psychological test OCEAN was taught to students and they had to administer it to other students. This made them understand how to explain and interpret results in a scientific manner and communicate it to a layperson.

2011 - 12

- continuous assessment under credit system was introduced
- Each student was asked to create a case study. This makes student understand the prototypical features of a problem

2012 - 13

- Students were given open book tests to orient them to reading, comprehending and editing vast amount of textual material
- Students were asked to individually prepare practical material to increase their knowledge of control factors in experimental design
- Students were asked to conduct simple surveys on eating disorders for data collection and analysis to introduce statistics at the first year level.

2013 - 14

- Students were taught to present papers at international seminars and they had to face a culturally diverse audience both national and international
- Students were encouraged to design learning modules on a specific subtopic. This taught them how to first understand and then present material that would make it clear and interesting for an audience.
- Each student had to meet a professional in the area of abnormal psychology, interview them and discuss case studies with them. This helped them to understand the real life application of Abnormal Psychology.
- Each Student of SYBA had to collect information about a Prosocial agency and understand the psychological aspect of prosocial agencies beside their socio- economic relevance. This method helped them understand the practical aspects of running a Prosocial agency and a database of Prosocial agencies was created.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

The students of the department volunteer for the welfare of special people associated with social welfare NGOs. Also during the psychology Annual Exhibition one or two NGO are chosen to market their products which are created by the students from special populations (for example autistic, Spastics, street children and so on)

2010 - 11 Masina Hospital, Shraddha foundation, ADAPT
2011 - 12 Om creations, Masina hospital, ADAPT
2012 - 13 Masina Hospital, World for All, Seva Sadan
2013 - 14 Mann, Parkinsons disease and rehabilitation society

35. SWOT analysis of the department and Future plans

Strengths:

- Talented committed students
- Student friendly department

Weakness:

- Lecture load

Opportunities:

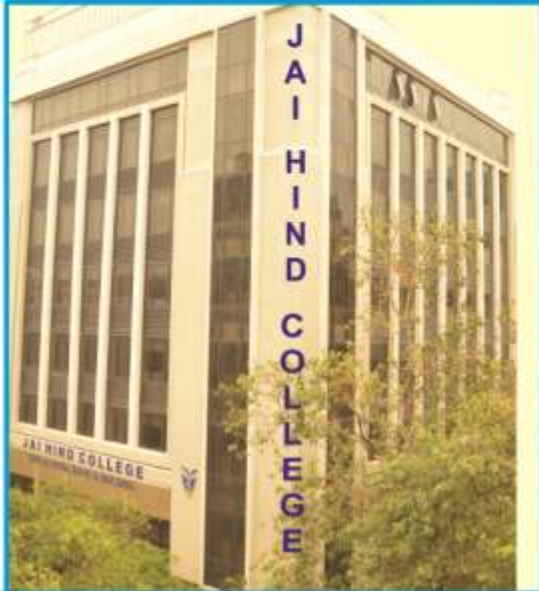
- Ever growing relevance of mental health in a rapidly changing world

Threats:

- Pressure created by credit system

Future plans:

- To sustain the popularity of the subject and its relevance in people's lives



Post Accreditation Initiatives - Quality sustenance and enhancement measures

Jai Hind College is due for the third cycle of accreditation. The ongoing sustenance of quality is reflected in the A grade achieved in the last two cycles. (1st cycle: A Grade and 2nd cycle: A Grade with CGPA of 3.26). The institution not only continues to sustain quality but has also initiated new measures to enhance quality.

To build a culture of excellence all the stakeholders of Jai Hind College have been involved directly or indirectly through logically planned and committed decisions. The members of the Managing Board, the teachers, the students, non-teaching staff, parents and alumni have all worked together toward Quality sustenance and its enhancement. We give our students the attributes of functional and social relevance, mental ability and physical dexterity, efficacy and reliability. We have also tried to address the concerns of the socially and economically disadvantaged.

The vision of our founding fathers has helped us set directions and create a student focused learning environment. Accenture - a management initiative gave the road map which is being re-visited to enhance quality and redefine our future goals. Various strategies have been adopted to ensure quality enhancement. The members of the managing board believe in leading by example and have closely associated themselves with various committees to ensure the qualitative growth of the college.

The newly constructed Sheila Gopal Raheja building has increased the available space. The state-of-the-art facilities along with the advanced ICT tools installed in both buildings have made the experience of teaching-learning more enriching. Wi-Fi facilities have been made available in the staff room and the faculty corner of the library in the main building as well as throughout the new building. There are plans to make it available on the entire campus. The new Interactive Learning Center has the latest computing facilities and a language lab.

Due to popular demand three more undergraduate programmes have been started [BAF, BFM and BSc (IT)]. BMS (2013 - 14) and BMM (2014 - 15) have an additional division. A post graduate programme (M.Com) has also been started.

Some green and energy saving initiatives have also been implemented. The Sheila Gopal Raheja building has solar panels and energy saving electrical fittings. In the main building a structural and an electrical audit have been completed and as per the recommendations of the BEST the necessary measures have been taken. The newly purchased equipments in laboratories also comply with these norms.

In view of the terrorist attacks on educational institutes a security audit has been conducted by the police department and a public address system and CCTV cameras have been installed.

Growth in research amongst the faculty is encouraged by the management which is reflected in them attending various conferences/ seminars and workshops. There is also a substantial increase in the number of members who are PhD holders (26 in 2010 to 35 in 2015 with 5 more pursuing PhD). The number of University / UGC research projects undertaken is 24 in the last 5 years as against 12 in the previous cycle. A *Center for Research* is also being developed for the faculty to engage in research in diverse areas. The college has recently received a grant of Rs. 70 lakhs from the DST under FIST.

X'plore a science exhibition has been initiated with a view to promote and popularize Basic Sciences among the students of the schools and junior college in the vicinity. Students are guided and encouraged to participate in research meets of the University (Avishkaar), at other inter-collegiate fests, and even those sponsored by industry where they present posters / read papers and win prizes.

The Teachers' Academic forum an endeavour of the teachers and by the teachers in addition to organizing workshops / seminars; publishes a research journal which is now refereed with an ISSN number. The department of Psychology has started a journal with an ISSN number.

The management encourages all these research endeavours by providing financial assistance.

The library is completely automated through SLIM package and digitized. It also provides access to e-resources through INFLIBNET and through the network N-LIST.

To add value to the curriculum many departments have introduced Certificate courses in collaboration with other institutions / corporate houses, some of which are job-oriented. The department of Microbiology conducts courses for the students of Nirmala Niketan College of Home Science to augment their knowledge while using our expertise.

To establish a systematic approach and effective implementation of teaching plans the introduction of a teacher dairy has been initiated by the institution. Interactive and LCD projectors in many classrooms have facilitated innovative teaching practices. Feedback of the effective implementation of the process was earlier obtained through the TAQ. Now exit poll and parent-teacher meetings have been introduced.

Students from the economically weak / marginalized sections of society and even first/second generation learners seek admission to our institution. This reiterates not only our commitment to society but also of inclusive education. The Mentor Cell has been started to cater the needs of these students as well as

those with learning disabilities. At the time of admission the students are identified and besides counseling them, their progress is monitored and necessary support is provided to help them overcome their inadequacies, if any. After admission the Principal addresses students belonging to the reserved category to orient them about the general information about the college, government policies, the scholarships available, and acquaints them with this process. A dedicated clerk in the office attends to their needs and facilitates the on-line process of freeships.

To provide an exposure to international education the college has several tie-ups (OMG, Fraser Valley, Bournemouth, Nottingham Trent University). The college has not only sustained these endeavours but has also initiated further linkages with Kings College - London which offers summer programs. The Bluebridge Study India programme is a new initiative where students from US come on a cultural visit to Mumbai and attend a three week module on Indian Culture especially designed for them.

The college has started new cells; the Extension Activity Cell, Anti-sexual Harassment Cell and Nature Club. Those already in existence have achieved newer heights. The College Social responsibility Cell and NSS have achieved newer dimensions and forged new collaborations.

Welfare measures have been initiated for the non-teaching staff through workshops on office skills, health management, stress management, and professional development of laboratory staff to improve the overall efficiency. The CSR conducts health camps particularly for the non-teaching staff in collaboration with hospitals. The Women's Development Cell conducted a health check-up for our girl students.

Our E- cell has taken a great leap forward. Three of our teachers have become qualified educators and two of them are mentors. Some of our student members are entrepreneurs and have patents to their credit. Recently our college has been designated as "Wadhvani Center of Excellence" by the National Entrepreneurship Network and the cell has extended its activities to the rural sector.

The IQAC of the college has always been active. Our principal is a member of the quality board of the IMC and the convener is a quality examiner which helps initiate new quality measures and its sustenance. The Quality Cell has invited external experts of very high caliber (Prof. Rupa Shah-former VC of the SNTD University and Ms Bhavana Doshi - Industry) who contribute substantially to the deliberations of the IQAC.

With these initiatives we look forward to the peer team visit whose expert suggestions will help us achieve newer heights.

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JAI HIND COLLEGE
BASANTSING INSTITUTE OF SCIENCE
&
J. T. LALVANI COLLEGE OF COMMERCE

23 - 24, BACKBAY RECLAMATION,
"A" ROAD,
MUMBAI - 400 020.

Ref. - JH /

27-02-2015

Date _____

Declaration by the Head of the Institution

I certify that that the data included in this Self-Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

A handwritten signature in blue ink, appearing to read "Dr. A. Wadia".

Dr. A. Wadia
Principal



Place: Mumbai
Date: 27.02.2015

Annexures I to IV on site

Annexure V PUBLICATIONS BY FACULTY (Refer 3.1.5/3.4.3)

Department of Biotechnology:

➤ **Dr Shuchita Deepak**

1. Effect of aqueous extract of *Terminalia chebula* on metalloβ-lactamase. (Nov 2010).
International Journal of Pharmacy and Pharmaceutical Sciences
2. Incidences of the presence of Multiple β-lactamases in *Pseudomonas* and *Acinetobacter* isolates. (Sept 2011).
Asian Journal of Biochemical and Pharmaceutical Research

➤ **Ms Kruti Pandya**

1. Isolation and characterisation of lipase producing bacteria from spoiled fruits and vegetables
International journal of biotechnology and Biosciences
ISSN NO-2231-0304
2. Partial purification and Process optimization of bacterial lipases
International Journal of Environmental Sciences ISSN NO-2249-2127

Department of Botany

➤ **Payal Rane, Ambika Joshi and Udhav Zarekar**

1. Noise: An Environmental Issue, Dynamics of cities and regions;
Development strategies and Environmental issues in contemporary India, University of Mumbai, Jan 2010 (Jan 2010) ISBN No. 978-93-83105-99-1

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➤ **Ambika Joshi, Payal Rane, Nitesh Joshi,**

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International journal of Research ISSN 2231-6124, (2012)

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ISSN:2249-2127 (Jan, 2012).

➤ **Nitesh Joshi and Ambika Joshi**

1. Dust monitoring potentials of ruderal vegetation of Mumbai Journal of Industrial Pollution Control. PAPER ACCEPTED (2013).

➤ **Ambika Joshi, Vishwas Deshmukh, Nitesh Joshi, and Payal Rane.**

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1. Screening of Urban plants for monitoring dust in Mumbai; Annals Of Plant Sciences ISSN: 2287-688X (2014)
- **Joshi Nitesh, Bist Bharati, Mule Prachiti, Joshi Ambika**
 1. Importance Of Common Roadside Plants as Dust Collectors in Tarapur Industrial Area; International Research Journal of Science & Engineering, 2014, vol 2(2): 31-36 ISSN: 2322-0015 (2014);
- **Joshi Nitesh & Joshi Ambika**
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- **Joshi Nitesh, Joshi Ambika, Faquih Alkama**
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- **Mule Prachiti, Joshi Nitesh, Bist Bharati & Joshi Ambika**
 1. Study of Fluctuating Noise Levels in Palghar; Pollution Research Article-32, Poll RES. 33(2): 1-6 (2014) EM International. ISSN:0257-8057 (2014)
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 1. Elemental Composition of Foliar Dust from Tarapur Industrial Area in Maharashtra. International conference on “Emerging Trends and Challenges in Science and Technology (ETCST - 14)” organized by Bionano Frontier and ISST in association with Sinsil International Ltd., A.D. Instruments, Bangkok 2014
- **Bist Bharati, Joshi Nitesh, Joshi Ambika and Mule Prachiti**
 1. Phytomonitoring Industrial Area Of Tarapur Using *Tithonia Diversifolia*. International conference on “Emerging Trends and Challenges in Science and Technology (ETCST - 14)” organized by Bionano Frontier and ISST in association with Sinsil International Ltd, A.D. Instruments, Bangkok 2014
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- **Devangi Chachad**
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Department of Chemistry

- **Dr Sangeeta Parab**
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Department of Commerce

➤ **Dr H.Sayed**

1. Paper published on: "Entrepreneurial Culture" Different strokes, TAF journal Article, DS JHC Vol 1. Sept 2011 ISSN 2249-7471.
2. Proceedings of the International conference on Extension Education and Rural Communities 2013 ISBN 978-93-83-072-08-8

➤ **Ms Nital Kothari**

1. Paper published on: Urban Financial Inclusion: Indian scenario' Proceedings of the National conference on Financial Conclusion Aug 2013, Cosmos Publishers and Distributors, Mumbai, pp. 35 - 36
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5. Paper published on Role of Private Sector in Microfinance in Maharashtra. Published in proceedings of State level conference on Maharashtra: A Glorious past and Stepping towards A secured future at Sterling 'Eco Preneurship' on 25th-26th jan, 2012, pp.38. number
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➤ **Mr Ashutosh Saxena**

1. Paper published on: Urban Financial Inclusion: Indian scenario' Proceedings of the National conference on Financial Conclusion Aug 2013, Cosmos Publishers and Distributors, Mumbai, pp. 35 - 36

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Department of English

➤ **Prachi Khandeparkar**

1. Carving out a Region Beyond, at IIAS. Not published
2. Reinventing the Self, at Sahitya Akademi Literature pub by Sahitya Akademi ISSN 0019580 - 4
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4. Subaltern Women Speak, at SNTD College, Churchgate. Presented at UGC Sponsored National Seminar titled 'New Directions in Indian Literature: Text, Theory and Practice' organized on 15th Jan 2013
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➤ **Kamal Jadhav**

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- **Seema Sharma**
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- **Ambika Joshi, Payal Rane and Udhav Zarekar.**
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- **Dr Archana Mishra**
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6. "Energy Factor in China - Iran Relations" With Mahnaz Zahirinejad, Journal of Peace Studies, Volume 17, Issue 2 & 3, April - Sept 2010, pp. 61 - 76. <http://www.icpsnet.org/adm/pdf/1291714062.pdf> (ISSN: 0972-5563).
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Department of Life Sciences:

➤ K. Srilatha

1. Profile of Elemental Composition of *Oroxylum indicum l. (Vent)* Collected from Different Geographical Regions of India. Phcog J. Aug 2011, Vol. 3, Issue 24, 49-53.

2. High Performance Thin Layer Chromatographic determination of Chrysin in *Oroxylum indicum L vent.* from different geographical regions of India, E Journal of Chemistry, Jan. 2012. Phcog J,ISSN : 0975-3575, impact factor 0.432, Journal of Chemistry, impact factor 0.516

➤ **J. Kerawala**

1. Differential Display RT-PCR reveals genes associated with lithium induced Neuritogenesis in SK-N-MC cells. (2011), 31 (7): 1021-1026
2. Lithium protects neuronal cells against radiation damage (Manuscript in progress) Journal of Cellular and Molecular Neurobiology. ISSN No. 0272-4340, Impact Factor: 1.969

➤ **Tamhane M, et al**

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Department of Mathematics

➤ **Dr L Ganesan**

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2. Effective Intervention to Enhance Understanding in Mathematics- Report of a Successful Experiment Indian Educational Review Vol 51 No. 2 July 2013, ISSN 0019- 561X
3. Teaching Undergraduate Mathematics: Challenges and Concerns. Paper presented at NIME Conference at IISERS Pune. Dec 26-28, 2011
4. Mathematics Communication Skills to Enhance Understanding in Mathematics. Quest in Education Vol XXXVIII No. 1 Jan 2014 ISSN 0048 6434
5. Teaching the Concept of a Function- a Pedagogical Challenge. Quest in Education Vol XXXVIII No. 4 Oct 2014 ISSN 0048 6434

➤ **Dr Sushil Kulkarni**

1. Density-Based Clustering In Mobile Databases: COP Algorithm. International Conference on Communication and Electronics Information - ICCEI 2012, Jan 14-15, 2012, Mumbai. Published in ASME Press ISBN: 9780791859940).
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➤ **Dr M. T. Pandya**

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2. "Microalgae biomass: a renewable source of energy" Energy Procedia (2013), pp. 242-250 DOI information: 10. 1016/j. egypro. 2013. 05. 031
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➤ **Dr Madhura Ghayal**

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2. "Microalgae biomass: a renewable source of energy" Energy Procedia (2013), pp. 242-250 DOI information: 10. 1016/j. egypro. 2013. 05. 031
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7. "Role of honey as preservative in orange squash" Paper is accepted and will be printed in the Conference proceeding "International Conference On Biotechnology and Bioengineering - 14" organized by

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➤ **Ms Roonal Kataria**

1. “Antimicrobial activity of nanosilver-coated socks fabrics against foot pathogens” Published online on 11th April, 2012 in The Journal of The Textile Institute. ISSN: 0040-5000. DOI: 10. 1080/00405000. 2012. 675680
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➤ **Ms Renu Jaisinghani**

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Department of Physics

➤ **V. Dhar**

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2. “Growth and electrical characteristics of dilute nitride of Indium antimonide.” Conf proceedings of Advance materials in Industries, IY College, Feb 2011, 38-41.
3. “Characterization of InSbBi bulk crystal grown at various growth rate by vertical directional solidification.” Archives of physics research -0312612, 2012, 3 (1):15 -, ISSN :0976-0970
4. “Microhardness and Electrical Properties a Bulk Crystal Grown from Mixture of Two Different Compositions of InSbBi Bulk Crystals.” International Journal of Scientific and Research Publications, Volume 3, Issue 2, Feb 2014 13 ISSN 2250-3153

5. "Effect of annealing on electrical characteristic of dilute nitride of indium antimonide."
International conference on recent trends in applied physics and material science-RAM 2013.AIP Conf. Proc.1536,333(2013).
6. "Growth and X ray Characteristics of Dilute Nitride of Indium Antimonide"
Scholars Research Library Archives of Physics Research. 01/2013; 4(6):33-36, ISSN: 0976-0970
7. "Optical characteristics of dilute nitride of InSb bulk crystal."
International Journal of Scientific and Research Publications (IJSRP); 04/2014E; Volume 4(Issue 4). [ISSN 2250-3153] Impact factor 0.69

➤ **S. Dange**

1. "Magneto resistance of Bismuth in Bulk and Thin Film Forms"
AIP conference proceedings 1591, 1400 (2014); doi 10.1063/1.4872973
ISBN: 978-0-7354-1225-5.

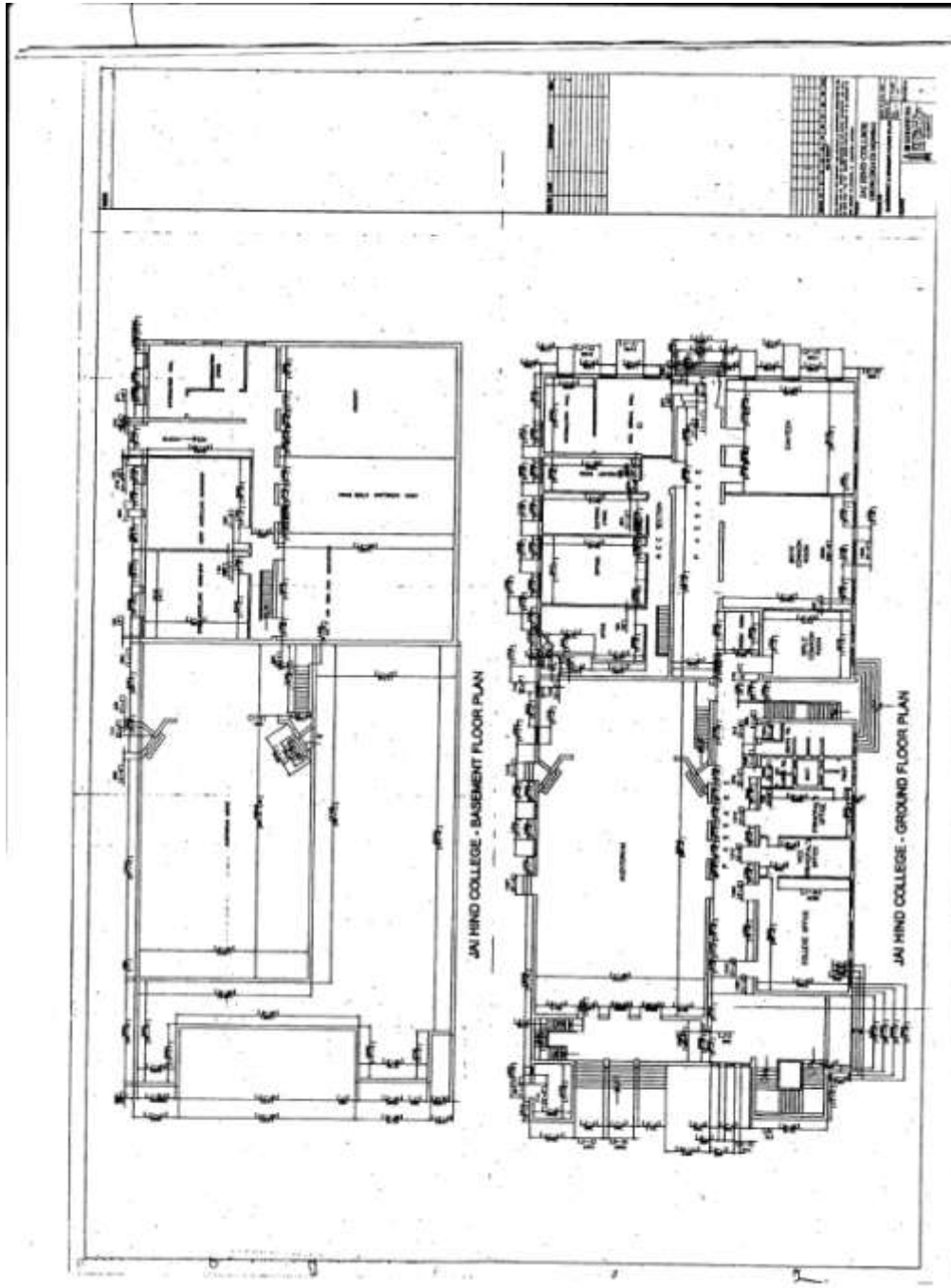
Department of Psychology:

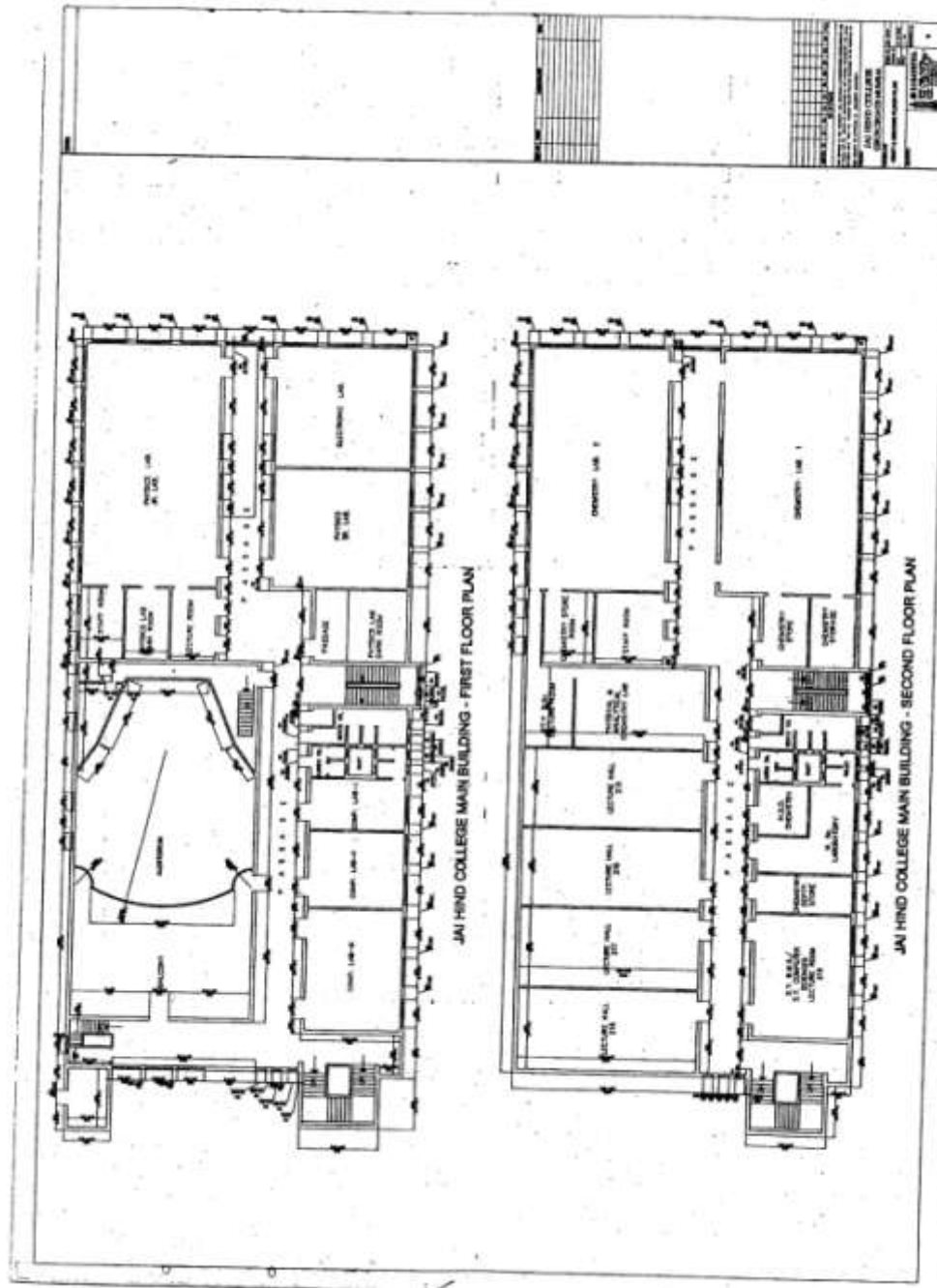
➤ **Ruchi Chaturvedi**

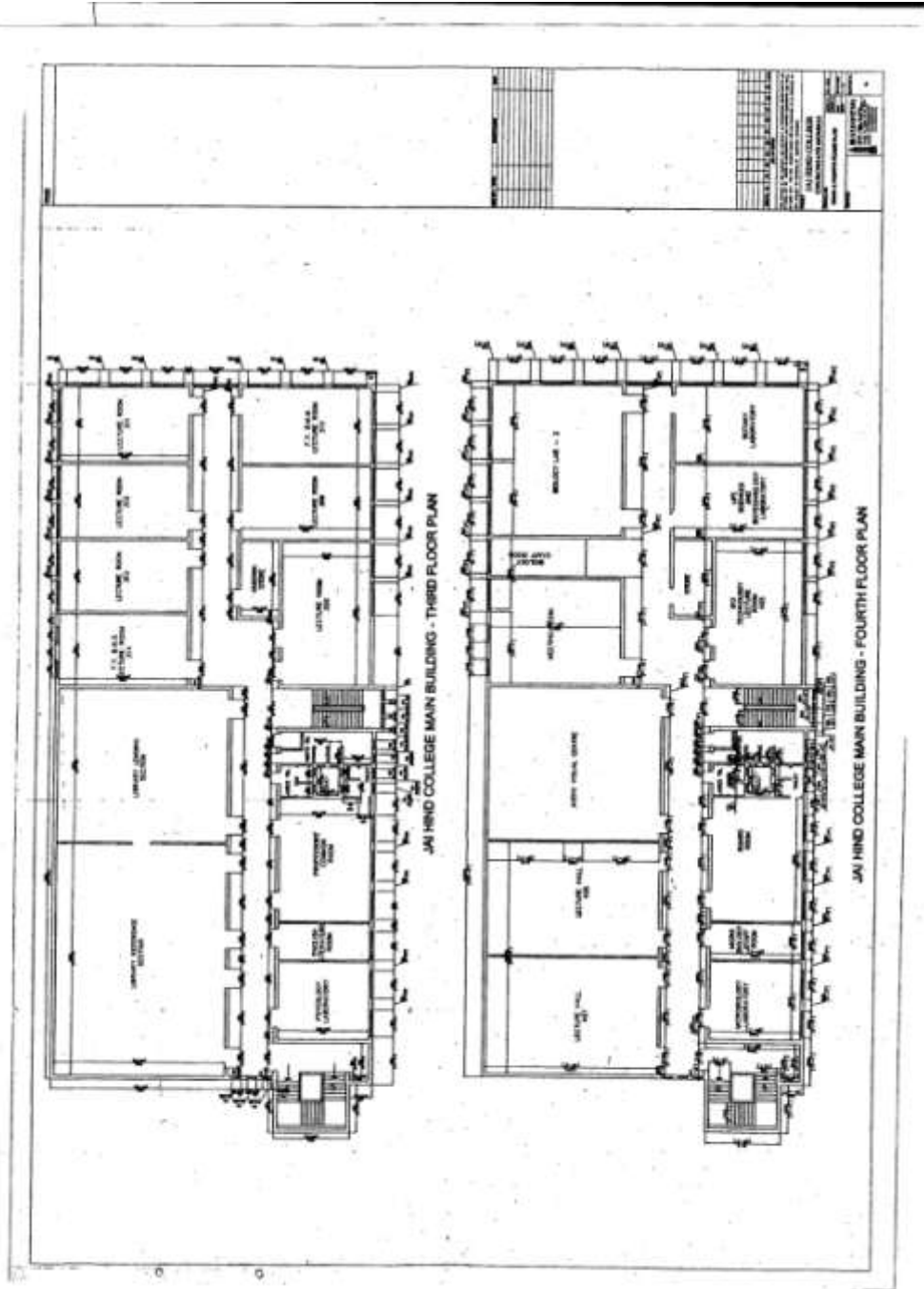
1. Resilience and Parenting Styles in Adolescence ICSSR - Rajiv Gandhi National institute of Youth development ISBN: 9789382062806
2. Depression, stressors and Coping Styles in Adolescence ICSSR - Rajiv Gandhi National institute of Youth development ISBN: 9789382062806
3. Personality, Sexuality and Suggestibility in Adolescence St. Andrews college journal: under publication

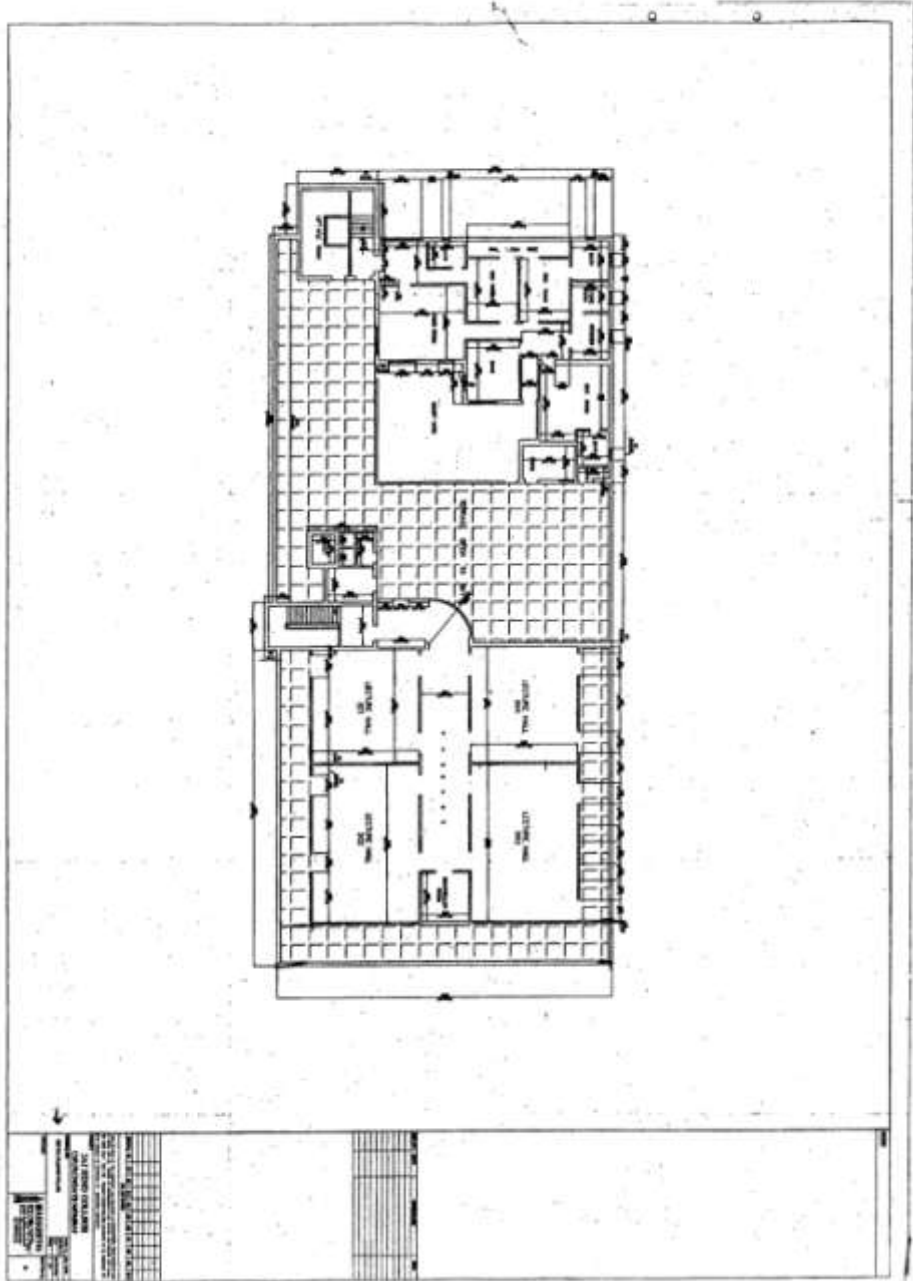
Annexures VI on site

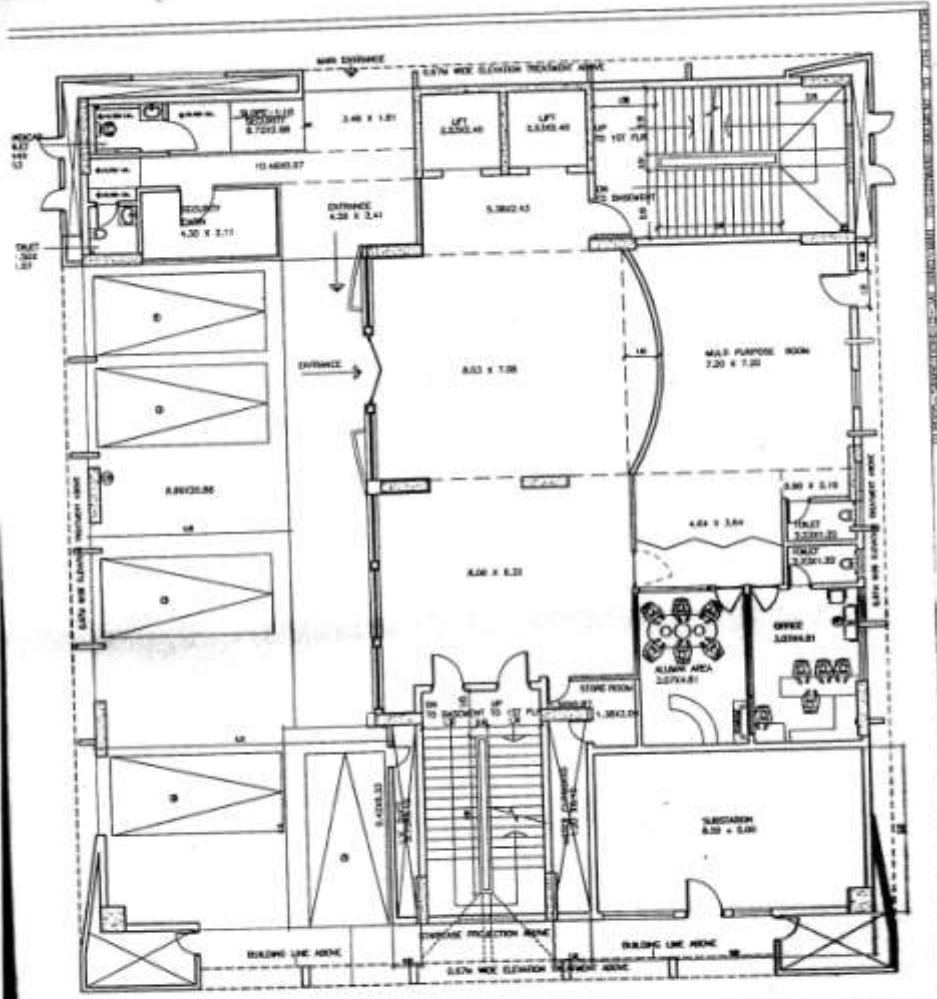
**Annexure VII A
MASTER PLAN (MAIN BLDG)**









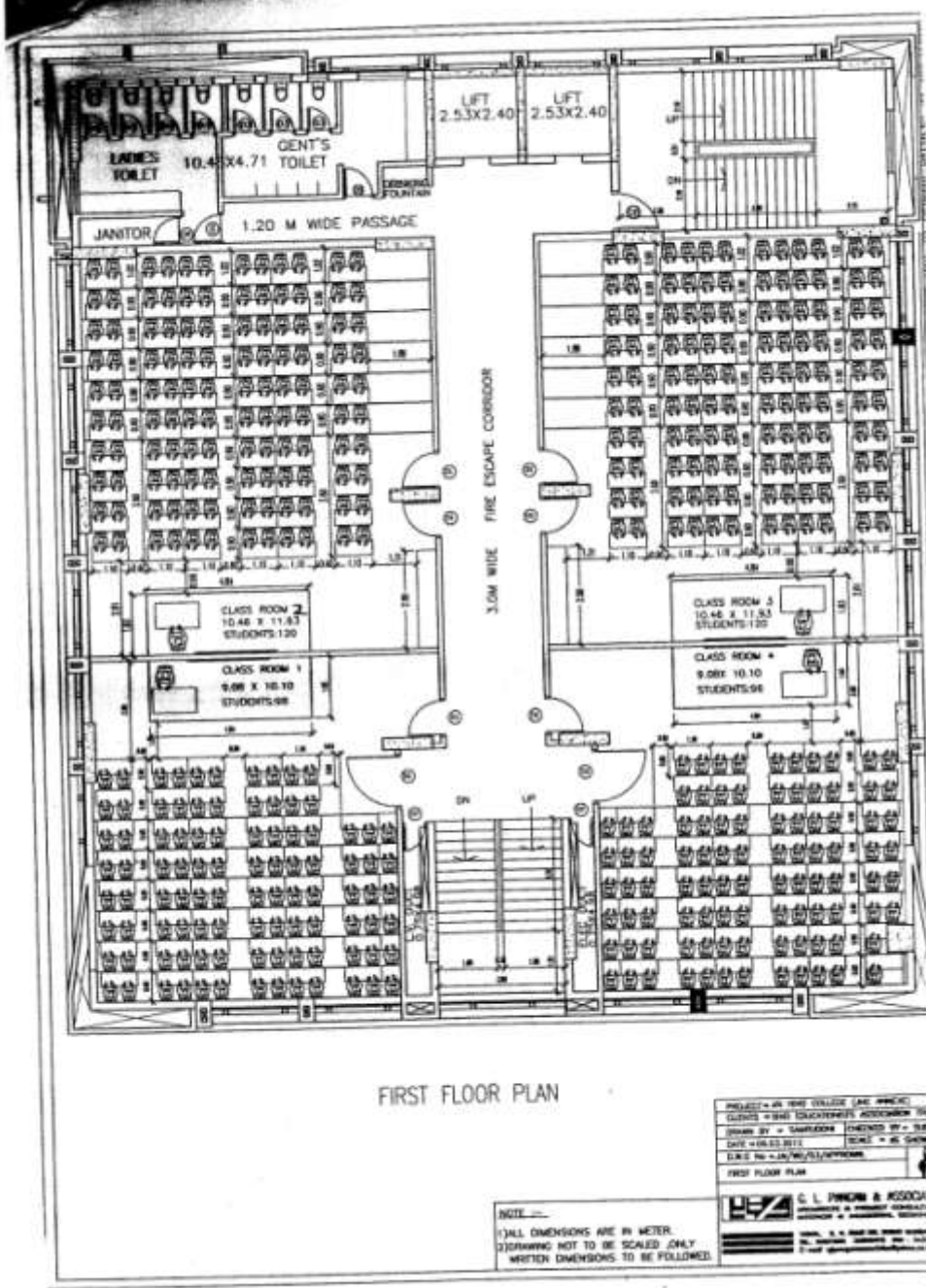


GROUND FLOOR PLAN

NOTE: ALL DIMENSIONS ARE IN METERS.
 DIMENSIONS NOT TO BE SCALED ONLY
 SHOWN DIMENSIONS TO BE FOLLOWED.

PROJECT: ...	DATE: ...
DESIGNER: ...	SCALE: ...
CLIENT: ...	NO. OF SHEETS: ...
PROJECT NO.: ...	DATE OF ISSUE: ...
PROJECT NAME: ...	PROJECT LOCATION: ...

USA C. L. PETERSON & ASSOCIATES

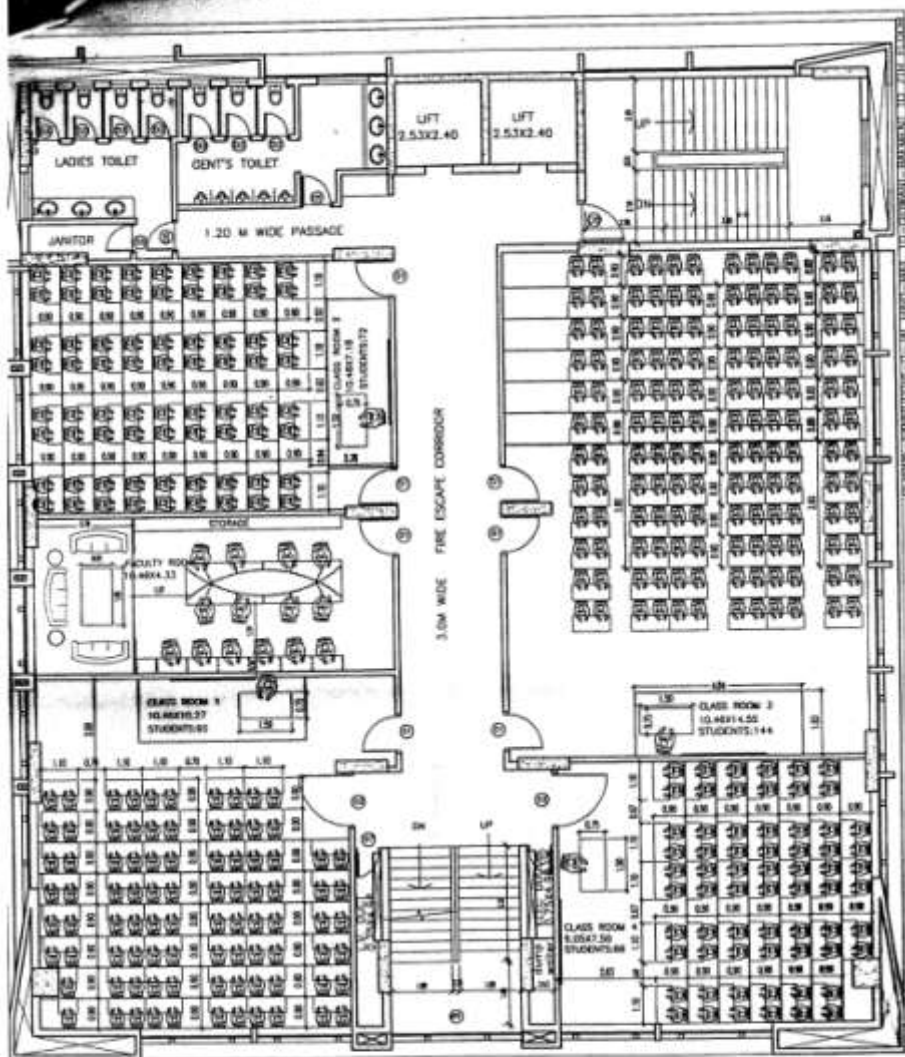


FIRST FLOOR PLAN

NOTE: -
 (1) ALL DIMENSIONS ARE IN METER.
 (2) DRAWING NOT TO BE SCALED, ONLY WRITTEN DIMENSIONS TO BE FOLLOWED.

PROJECT -	4th FLOOR BUILDING (SEE SHEET)
CLIENT -	THE UNIVERSITY OF KENYA
DESIGN -	ARCHITECTURE
DATE -	1983/01/11
DRAWN BY -	ARCHITECT
CHECKED BY -	ARCHITECT
SCALE -	AS SHOWN
FIRST FLOOR PLAN	

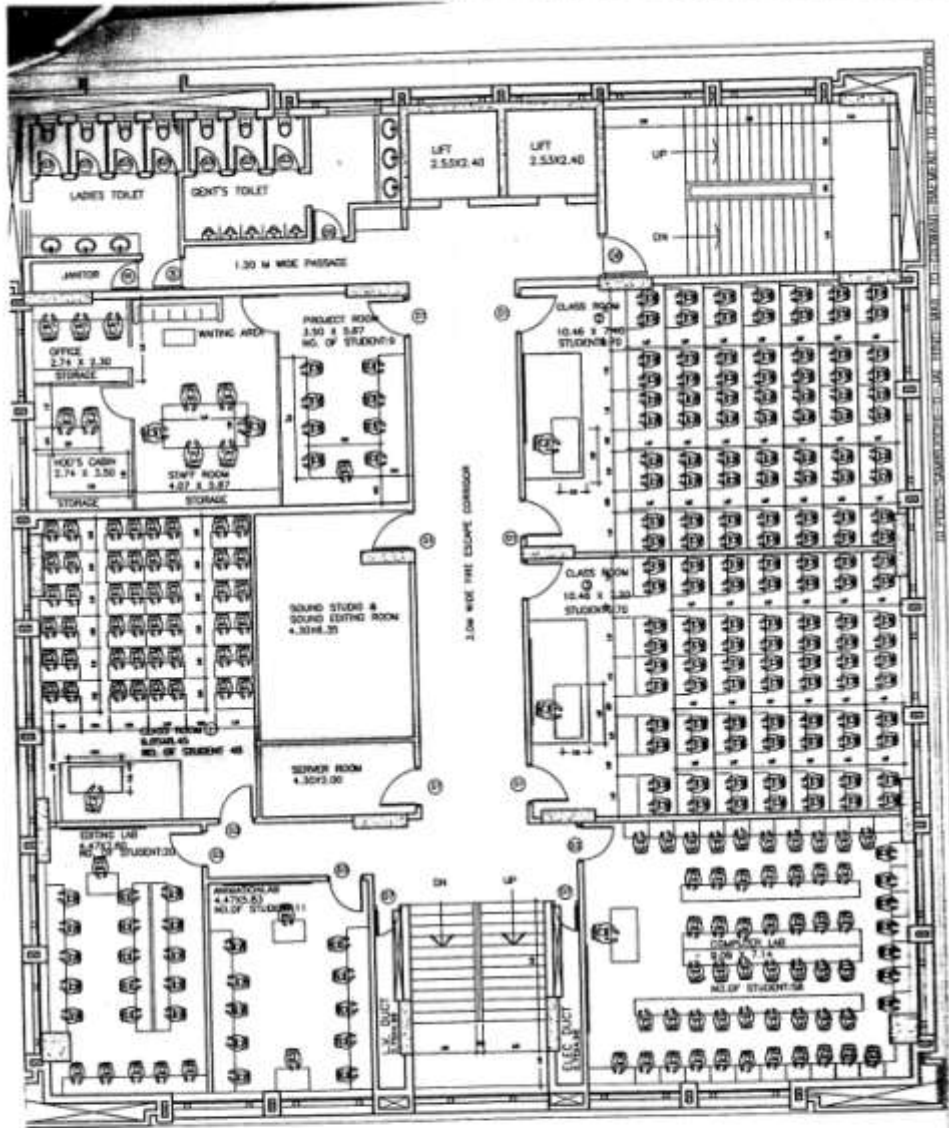
C. L. PUNJABI & ASSOCIATES
 ARCHITECTS & ENGINEERS
 10, MARKET STREET, NAIROBI, KENYA
 TEL: 314111, 314112, 314113, 314114, 314115, 314116, 314117, 314118, 314119, 314120, 314121, 314122, 314123, 314124, 314125, 314126, 314127, 314128, 314129, 314130, 314131, 314132, 314133, 314134, 314135, 314136, 314137, 314138, 314139, 314140, 314141, 314142, 314143, 314144, 314145, 314146, 314147, 314148, 314149, 314150, 314151, 314152, 314153, 314154, 314155, 314156, 314157, 314158, 314159, 314160, 314161, 314162, 314163, 314164, 314165, 314166, 314167, 314168, 314169, 314170, 314171, 314172, 314173, 314174, 314175, 314176, 314177, 314178, 314179, 314180, 314181, 314182, 314183, 314184, 314185, 314186, 314187, 314188, 314189, 314190, 314191, 314192, 314193, 314194, 314195, 314196, 314197, 314198, 314199, 314200



SECOND FLOOR PLAN

NOTE:-
 1) ALL DIMENSIONS ARE IN METER.
 2) DRAWING NOT TO BE SCALED ONLY
 WRITTEN DIMENSIONS TO BE FOLLOWED.

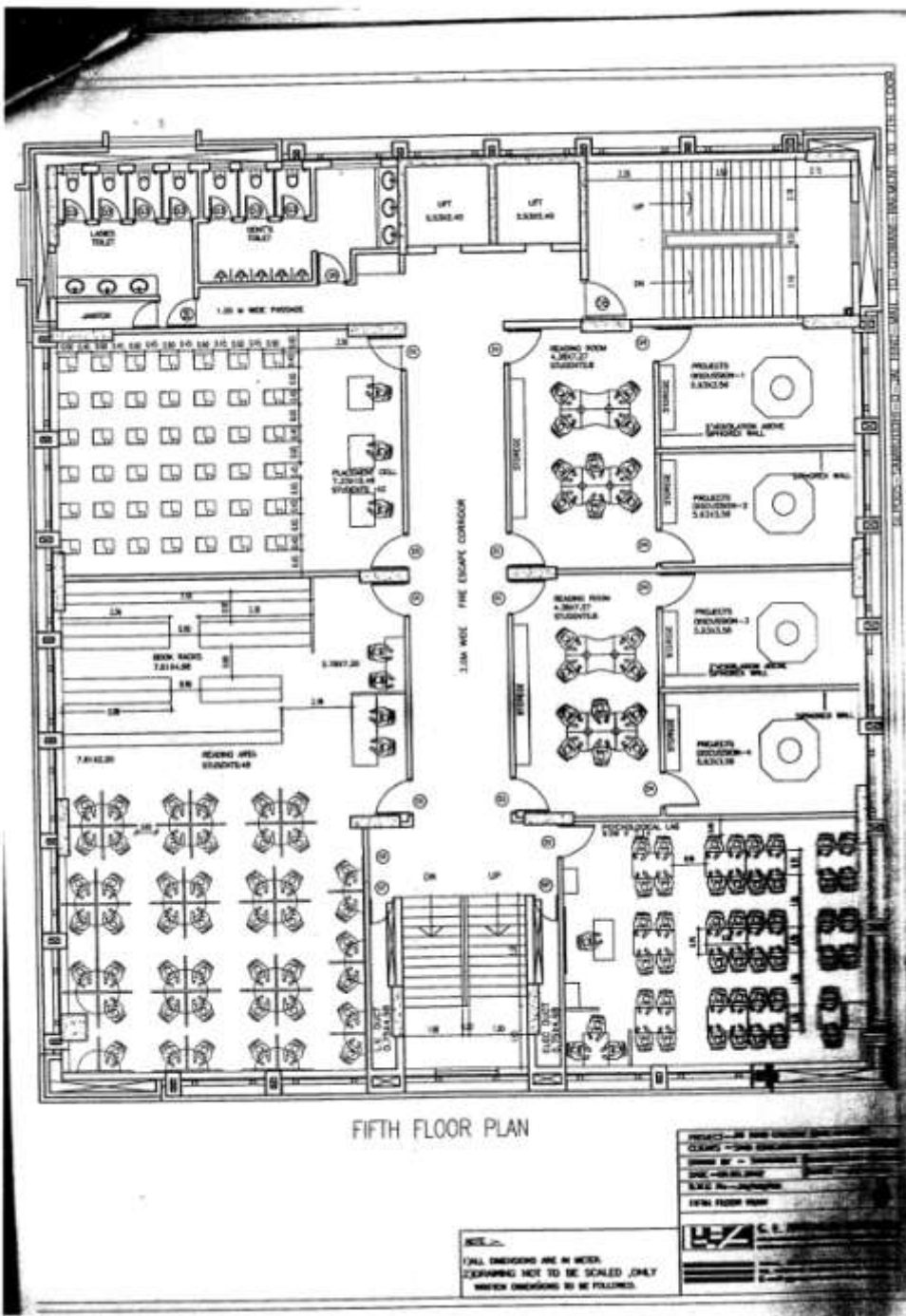
PROJECT -	AN 1100 DOLLAR GPC BUILDING
CLIENTS -	THE EDUCATIONAL BOARD
DESIGN BY -	CHARLES WATSON & PARTNERS
DATE -	11/11/2011
SCALE -	1/4" = 1'-0"
SECOND FLOOR PLAN	
	
C. L. FINCH & ASSOCIATES ARCHITECTS & ENGINEERS 100, SOUTH BRIDGE STREET, SUITE 100, WASHINGTON, DC 20002	



THIRD FLOOR PLAN

PROJECT =	3D INFO COLLEGE LINC ABBING
CLIENT =	THE EDUCATIONAL RESEARCH BOARD
DESIGN BY =	CAMPBELL ARCHITECTS
DATE =	20.05.2012
D.W.E. No. =	24/NOV/2012/12/12
THIRD FLOOR PLAN	

NOTE: -
 1) ALL DIMENSIONS ARE IN METER
 2) DRAWING NOT TO BE SCALED ONLY
 WRITTEN DIMENSIONS TO BE FOLLOWED.

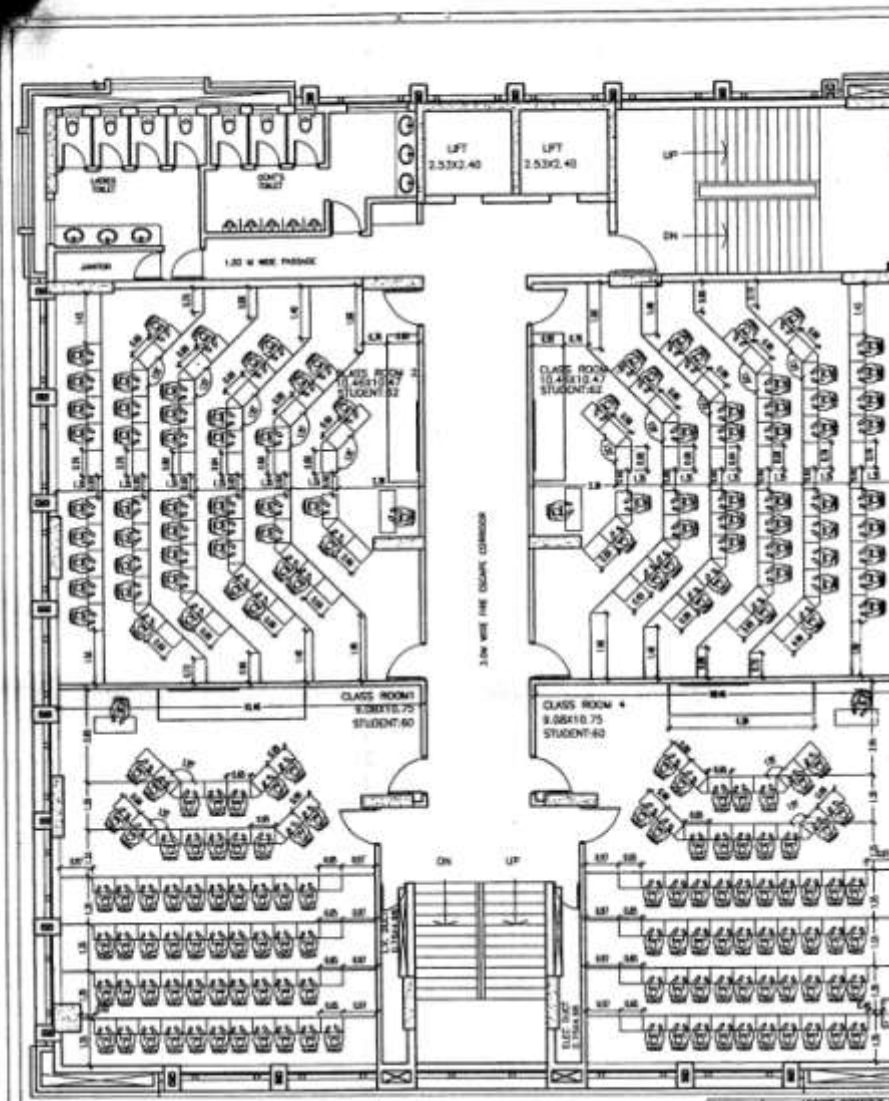


FIFTH FLOOR PLAN

NOTE:
 ALL DIMENSIONS ARE IN METERS.
 EXCEPTING NOT TO BE SCALED, ONLY
 WRITTEN DIMENSIONS TO BE FOLLOWED.

PROJECT	...
CLIENT	...
DESIGN BY	...
DATE	...
SCALE	...
FLOOR PLAN	...

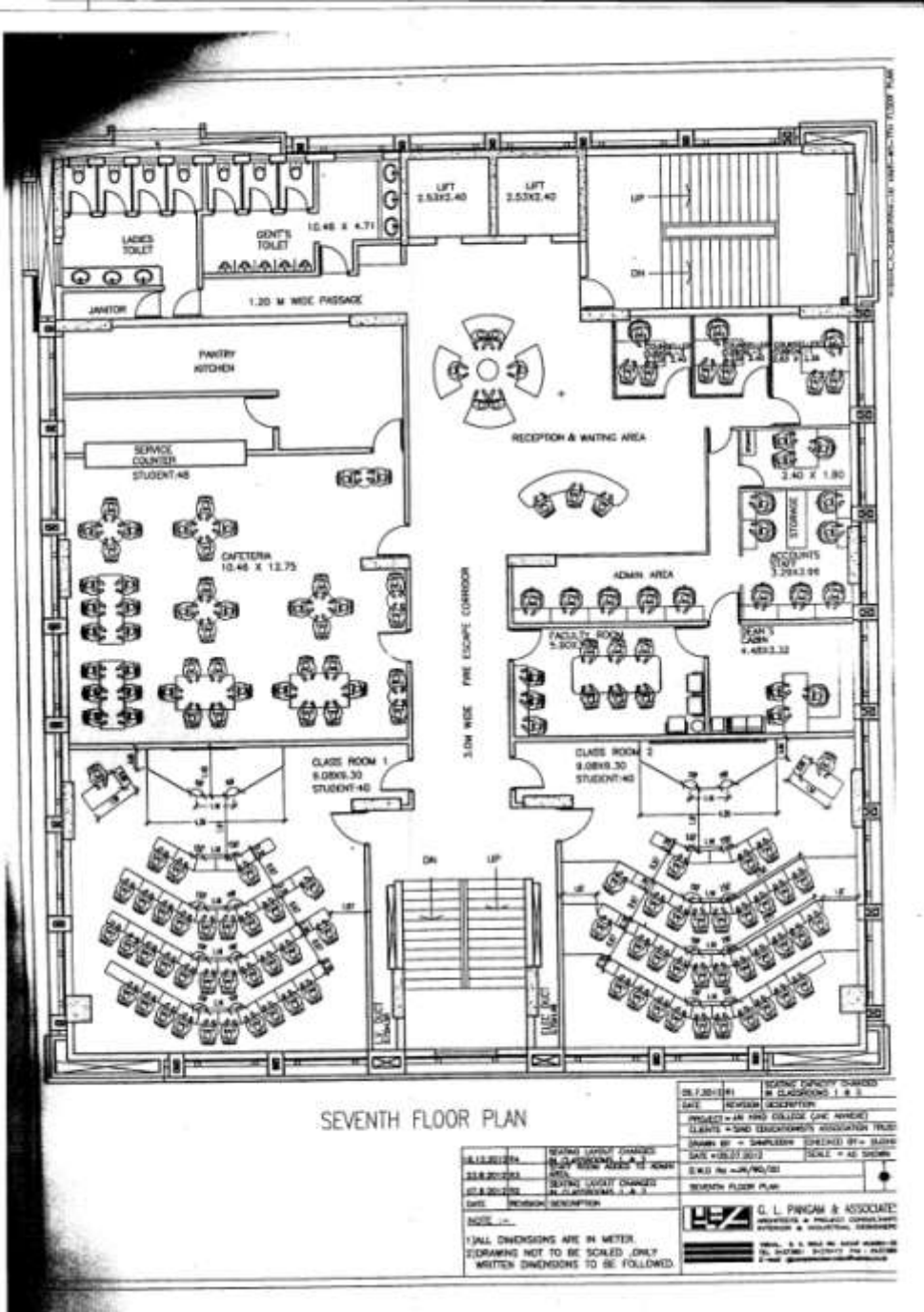
U.S. C.E.



SIXTH FLOOR PLAN

18.02.2012	REV LIGHT DIMENSIONS
13.7.2012	REVISIONS TO CLASS ROOMS
06.7.2012	CLASS ROOMS + CORRIDORS IN ALL CLASSROOMS
DATE	REVISION DESCRIPTION
NOTE	---
1) ALL DIMENSIONS ARE IN METERS. 2) DRAWINGS NOT TO BE SCALED ONLY WRITTEN DIMENSIONS TO BE FOLLOWED.	

05.07.2012	DRG	PREPARED
05.07.2012	DRG	REVISION DESCRIPTION
PROJECT - JIN HAN UNIVERSITY (PHASE 1)		
CLASS - ENG ENGINEERING ASSOCIATION		
DRAWN BY - SURESH (CHECKED BY)		
DATE - 05.07.2012		
SCALE - 1/8" = 1'-0"		
SIXTH FLOOR PLAN		
C. L. FANG & ASSOCIATES ARCHITECTS & INTERIORS 1101, 11 & 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100		



SEVENTH FLOOR PLAN

DATE	08.12.01	REVISION	REVISION 1
DATE	08.12.01	REVISION	REVISION 2
DATE	08.12.01	REVISION	REVISION 3
DATE	08.12.01	REVISION	REVISION 4
DATE	08.12.01	REVISION	REVISION 5
DATE	08.12.01	REVISION	REVISION 6
DATE	08.12.01	REVISION	REVISION 7
DATE	08.12.01	REVISION	REVISION 8
DATE	08.12.01	REVISION	REVISION 9
DATE	08.12.01	REVISION	REVISION 10
DATE	08.12.01	REVISION	REVISION 11
DATE	08.12.01	REVISION	REVISION 12
DATE	08.12.01	REVISION	REVISION 13
DATE	08.12.01	REVISION	REVISION 14
DATE	08.12.01	REVISION	REVISION 15
DATE	08.12.01	REVISION	REVISION 16
DATE	08.12.01	REVISION	REVISION 17
DATE	08.12.01	REVISION	REVISION 18
DATE	08.12.01	REVISION	REVISION 19
DATE	08.12.01	REVISION	REVISION 20
DATE	08.12.01	REVISION	REVISION 21
DATE	08.12.01	REVISION	REVISION 22
DATE	08.12.01	REVISION	REVISION 23
DATE	08.12.01	REVISION	REVISION 24
DATE	08.12.01	REVISION	REVISION 25
DATE	08.12.01	REVISION	REVISION 26
DATE	08.12.01	REVISION	REVISION 27
DATE	08.12.01	REVISION	REVISION 28
DATE	08.12.01	REVISION	REVISION 29
DATE	08.12.01	REVISION	REVISION 30
DATE	08.12.01	REVISION	REVISION 31
DATE	08.12.01	REVISION	REVISION 32
DATE	08.12.01	REVISION	REVISION 33
DATE	08.12.01	REVISION	REVISION 34
DATE	08.12.01	REVISION	REVISION 35
DATE	08.12.01	REVISION	REVISION 36
DATE	08.12.01	REVISION	REVISION 37
DATE	08.12.01	REVISION	REVISION 38
DATE	08.12.01	REVISION	REVISION 39
DATE	08.12.01	REVISION	REVISION 40
DATE	08.12.01	REVISION	REVISION 41
DATE	08.12.01	REVISION	REVISION 42
DATE	08.12.01	REVISION	REVISION 43
DATE	08.12.01	REVISION	REVISION 44
DATE	08.12.01	REVISION	REVISION 45
DATE	08.12.01	REVISION	REVISION 46
DATE	08.12.01	REVISION	REVISION 47
DATE	08.12.01	REVISION	REVISION 48
DATE	08.12.01	REVISION	REVISION 49
DATE	08.12.01	REVISION	REVISION 50
DATE	08.12.01	REVISION	REVISION 51
DATE	08.12.01	REVISION	REVISION 52
DATE	08.12.01	REVISION	REVISION 53
DATE	08.12.01	REVISION	REVISION 54
DATE	08.12.01	REVISION	REVISION 55
DATE	08.12.01	REVISION	REVISION 56
DATE	08.12.01	REVISION	REVISION 57
DATE	08.12.01	REVISION	REVISION 58
DATE	08.12.01	REVISION	REVISION 59
DATE	08.12.01	REVISION	REVISION 60
DATE	08.12.01	REVISION	REVISION 61
DATE	08.12.01	REVISION	REVISION 62
DATE	08.12.01	REVISION	REVISION 63
DATE	08.12.01	REVISION	REVISION 64
DATE	08.12.01	REVISION	REVISION 65
DATE	08.12.01	REVISION	REVISION 66
DATE	08.12.01	REVISION	REVISION 67
DATE	08.12.01	REVISION	REVISION 68
DATE	08.12.01	REVISION	REVISION 69
DATE	08.12.01	REVISION	REVISION 70
DATE	08.12.01	REVISION	REVISION 71
DATE	08.12.01	REVISION	REVISION 72
DATE	08.12.01	REVISION	REVISION 73
DATE	08.12.01	REVISION	REVISION 74
DATE	08.12.01	REVISION	REVISION 75
DATE	08.12.01	REVISION	REVISION 76
DATE	08.12.01	REVISION	REVISION 77
DATE	08.12.01	REVISION	REVISION 78
DATE	08.12.01	REVISION	REVISION 79
DATE	08.12.01	REVISION	REVISION 80
DATE	08.12.01	REVISION	REVISION 81
DATE	08.12.01	REVISION	REVISION 82
DATE	08.12.01	REVISION	REVISION 83
DATE	08.12.01	REVISION	REVISION 84
DATE	08.12.01	REVISION	REVISION 85
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DATE	08.12.01	REVISION	REVISION 87
DATE	08.12.01	REVISION	REVISION 88
DATE	08.12.01	REVISION	REVISION 89
DATE	08.12.01	REVISION	REVISION 90
DATE	08.12.01	REVISION	REVISION 91
DATE	08.12.01	REVISION	REVISION 92
DATE	08.12.01	REVISION	REVISION 93
DATE	08.12.01	REVISION	REVISION 94
DATE	08.12.01	REVISION	REVISION 95
DATE	08.12.01	REVISION	REVISION 96
DATE	08.12.01	REVISION	REVISION 97
DATE	08.12.01	REVISION	REVISION 98
DATE	08.12.01	REVISION	REVISION 99
DATE	08.12.01	REVISION	REVISION 100

Annexure VIII
AMOUNT SPENT IN LAST FOUR YEARS: (MANAGEMENT &
COLLEGE) (Refer 4.1.3; 4.4.1)

[Click here to view file](#)

Annexures IX to XI on site

Annexure XII
AUDIT CERTIFICATES 2011 - 14 (Refer 6.4.2/6.4.3)

N. A. SHAH ASSOCIATES
Chartered Accountants

04/08/11

Form 10 B
(See rule-17B)

*Audit Report under Section 12 A(b) of the Income-tax Act, 1961, in the case
of charitable or religious trusts or institutions*

We have examined the balance sheet of **Sind Educationists' Association** as at 31st March' 2011 and the income and expenditure account for the year ended on that date which are in agreement with the books of account maintained by the said entity.

We have obtained all the information and explanations which to the best of our knowledge and belief were necessary for the purposes of the audit. In our opinion, proper books of account have been kept by the head office and the branches of the abovenamed trust visited by us so far as appears from our examination of the books, and proper returns adequate for the purposes of audit have been received from branches not visited by us, subject to the comments in the Audit Report.

In our opinion and to the best of our information, and according to information given to us, the said accounts give a true and fair view-

- i. In case of balance-sheet, of the state of affairs of the abovenamed entity arising out of cash transaction as at 31st March' 2011, and
- ii. In case of the Income and expenditure account, of the Income of entity arising out of cash transaction for the year ending on 31st March' 2011

The prescribed particulars are annexed hereto.

For N. A. Shah Associates
Chartered Accountants
Firm Registration No: 116560W


Sandeep Shah
Membership No 100-37381
Place: Mumbai
Date: 29 AUG 2011



B 41-45, Paragon Centre, Pandurang Budhkar Marg, Worli, Mumbai 400 013.
Tel: 022-40332000 • Fax: 022-40723000 • Email: info@nashah.com

N. A. SHAH ASSOCIATES
Chartered Accountants

Form 10 B
(See rule 17B)

*Audit Report under Section 12 A(b) of the Income-tax Act, 1961, in the case of charitable
or religious trusts or institutions*

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In our opinion and to the best of our information, and according to information given to us, the said accounts give a true and fair view-

- i. In case of balance-sheet, of the state of affairs of the above named entity arising out of cash transaction as at 31st March, 2012 and
- ii. In case of the income and expenditure account, of the income of entity arising out of cash transaction for the year ending on 31st March, 2012

The prescribed particulars are annexed hereto.

For N. A. Shah Associates
Chartered Accountants
Firm Registration No: 116560W



Sandeep Shah
Membership No 100-37381
Place: Mumbai
Date:



31 AUG 2012

N. A. SHAH ASSOCIATES
Chartered Accountants

Form 10 B
(See rule 17B)

*Audit Report under Section 12 A(b) of the Income-tax Act, 1961, in the case of charitable
or religious trusts or institutions*

We have examined the balance sheet of Sind Educationists' Association as at 31st March, 2012 and the income and expenditure account for the year ended on that date which are in agreement with the books of account maintained by the said entity.

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- i. In case of balance-sheet, of the state of affairs of the above named entity arising out of cash transaction as at 31st March, 2012 and
- ii. In case of the income and expenditure account, of the income of entity arising out of cash transaction for the year ending on 31st March, 2012

The prescribed particulars are annexed hereto.

For N. A. Shah Associates
Chartered Accountants
Firm Registration No: 116560W



Sandeep Shah
Membership No 100-37381
Place: Mumbai
Date:



31 AUG 2012

N. A. SHAH ASSOCIATES
Chartered Accountants

Form 10 B
(See rule 17B)

*Audit Report under Section 12 A(b) of the Income-tax Act, 1961, in the case of charitable
or religious trusts or institutions*

We have examined the balance sheet of **Sind Educationists' Association** as at 31st March, 2013 and the income and expenditure account for the year ended on that date which are in agreement with the books of account maintained by the said entity.

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- i. In case of balance-sheet, of the state of affairs of the above named entity arising out of cash transaction as at 31st March, 2013 and
- ii. In case of the income and expenditure account, of the income of entity arising out of cash transaction for the year ending on 31st March, 2013

The prescribed particulars are annexed hereto.

For N. A. Shah Associates
Chartered Accountants
Firm Registration No: 116560W


Sandeep Shah
Membership No 100-37381
Place: Mumbai

Date: 25 SEP 2013

N. A. SHAH ASSOCIATES
Chartered Accountants

Form 10 B
(See rule 17B)

Audit Report under Section 12 A(b) of the Income-tax Act, 1961, in the case of charitable or religious trusts or institutions

We have examined the balance sheet of **Sind Educationists' Association** as at 31st March, 2014 and the income and expenditure account for the year ended on that date which are in agreement with the books of account maintained by the said entity.

We have obtained all the information and explanations which to the best of our knowledge and belief were necessary for the purposes of the audit. In our opinion, proper books of account have been kept by the head office and the branches of the above named trust visited by us so far as appears from our examination of the books, and proper returns adequate for the purposes of audit have been received from branches not visited by us, subject to the comments in the Audit Report.

In our opinion and to the best of our information, and according to information given to us, the said accounts give a true and fair view-

- i. In case of balance-sheet, of the state of affairs of the above named entity arising out of cash transaction as at 31st March, 2014 and
- ii. In case of the income and expenditure account, of the income of entity arising out of cash transaction for the year ending on 31st March, 2014

The prescribed particulars are annexed hereto.

For N. A. Shah Associates
Chartered Accountants
Firm Registration No: 116560W



Sandeep Shah
Membership No 100-37381

Place: Mumbai

Date: **8 SEP 2014**



Annexure XIII
DIVERSITY OF STUDENTS

FYBCom

Academic Year	Total No. of Students	Students from Same State	Students from Other States	Students from Foreign University
2010-11	464	84.05	15.73	0.22
2011-12	396	337	59	0
2012-13	375	336	38	1
2013-14	402	374	28	0

FYBA

Academic Year	Total No. of Students	Students from Same State	Students from Other States	Students from Foreign University
2010-11	228	87.91	10.52	1.75
2011-12	208	83.65	13.46	2.88
2012-13	190	80	18	1.57
2013-14	187	75	21	2.67

Annexure XIV
NUMBER OF STUDENTS RECEIVING FINANCIAL ASSISTANCE (2013-14)

Sr. No.	Type of scholarship	No. of students	Amount
1.	College	~ 120	Rs. 2,40,000/-
2.	Government Scholarship / Freeship	~ 44	Rs. 2,71,291/-
3.	KPMG	34	Rs. 3,81,580/-
4.	Sumitomo	30	US \$ 9,000

Details on-site

**Annexure XV
LETTER OF INTENT**

<p>PHONE : 2204 0256 2204 1095 FAX No. : 2281 9504</p> <p style="text-align: center;"></p> <p>Ref. - JH /</p>		<p>JAI HIND COLLEGE BASANTSING INSTITUTE OF SCIENCE & J. T. LALVANI COLLEGE OF COMMERCE 23 - 24, BACKBAY RECLAMATION, "A" ROAD, CHURCHGATE, MUMBAI - 400 020.</p> <p style="text-align: right;">20.10.2014</p>
<p>To, The Director National Assessment and Accreditation Council, P. O. Box No. 1075, Nagarbhavi, Bangalore -560072, Karnataka, India</p> <p>Dear Sir,</p> <p>Jai Hind College is applying for the 3rd Cycle of Accreditation in March 2015. We have uploaded the LOI along with the necessary documents as specified on the web-site today.</p> <p>Please find enclosed</p> <ol style="list-style-type: none">1. Demand draft of Rs.28,090/- drawn on Union bank of India dated 17/10/2014 bearing no 6477462. Copy of LOI3. Latest letter of affiliation from the parent university4. UGC 12B & 12(f) recognition certificate5. Latest UGC grant certificate.6. Certificate of year of establishment of the College <p>Warm Regards</p> <p style="text-align: center;"></p> <p>Dr. Ashok G. Wadia Principal Jai Hind College</p>		



Letter of Intent (LOI) for Colleges

Date of submission: 20/10/2014 (DD/MM/YYYY)
 Institution Email ID: jhcgac15@gmail.com

1	Letter of Intent	<input type="checkbox"/> Accreditation <input checked="" type="checkbox"/> Re-Accreditation
	Cycle of Accreditation (When an institution undergoes the accreditation process for the first time it is referred to as Cycle 1 and the consecutive five year periods as Cycles 2, 3, etc.)	<input type="checkbox"/> Cycle 1 <input type="checkbox"/> Cycle 2 <input checked="" type="checkbox"/> Cycle 3
	Date of previous accreditation by NAAC (applicable for Cycle 2, Cycle 3, Cycle 4 and Re-Assessment only)	Cycle 1: 29/04/2003 (DD/MM/YYYY) Cycle 2: 28/03/2010 (DD/MM/YYYY) Cycle 3: (DD/MM/YYYY) Cycle 4: (DD/MM/YYYY)
2	Name of the College	Jai Hind College
3	Name of the Head of the Institution	Dr. Ashok G. Wadia
3.a	Designation	Principal
4	Address	23 - 24 Backbay Reclamation, 'A' Road, Churchgate
	State /UT	Maharashtra
	City	Mumbai
	Pin	400020
	Phone No.	02222040256
	Alternate Phone No	02222839630
	Mobile No	09820812400
	Alternate Mobile No.	09819989229
	Fax	02222819504
	Email	jhcgac15@gmail.com
	Alternate Email	evansinca91@yahoo.com
	Website (e.g. www.abc.com) *(Websites with special characters are not accepted Due to security reasons.)	www.jaihindcollege.com
5	Date of establishment	20/06/1948(DD/MM/YYYY)
5.a	Have two batches of students graduated from the college?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.a	Is the college recognized under section 2(f) of the UGC Act?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	If yes, date of recognition by UGC under section 2(f)	20/06/1948 (DD/MM/YYYY)
	Attach 2(f) certificate	
6.b	Is the college recognized under section 12B of the UGC Act?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	If yes, date of recognition by UGC under section 12B	20/06/1948 (DD/MM/YYYY)
	Attach UGC 12 B certificate	
	Attach latest Grant Certificate	
7.a	Name of the university to which the college is affiliated, or of which the college is a constituent Provide details:	University of Mumbai



State in which the affiliating university is located		Maharashtra	
Name of the university		University of Mumbai	
Attach affiliated /constituent recognition certificate			
Type of affiliation		<input type="checkbox"/> Temporary	<input checked="" type="checkbox"/> Permanent
7.b	If the institution is not affiliated to a university, does it offer any programmes recognized by any Statutory Professional Regulatory (SPR) Council (which is equivalent to a post graduate programme of a university) (e.g.: AICTE, MCL,DCL,NCL etc...)?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If yes, provide details:		<input type="checkbox"/> Temporary	<input type="checkbox"/> permanent
Name of the Programmes		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Name of SPR Council recognizing it			
Equivalent university degree			
8.a	Is the institution recognized as an Autonomous College by the UGC?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If yes, provide details:			
Date of conferment of the Status:	(DD/MM/YYYY)	
Attach Autonomous status certificate			
8.b	Is the institution recognized as a College with Potential for Excellence (CPE) by the UGC?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If yes, Provide details:			
Date of conferment of the status:	(DD/MM/YYYY)	
Attach CPE status certificate			
8.c	Is the College any programmes recognised by any Statutory Regulatory Authority (SRA)	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If yes, Provide details:			
Statutory Regulatory Bodies		<input type="checkbox"/> AICTE	<input type="checkbox"/> DCI
		<input type="checkbox"/> NCTE	
		<input type="checkbox"/> MCI	<input type="checkbox"/> PCI
		<input type="checkbox"/> Other	
Attach SRA status certificate			
9.a	Nature of the college	<input type="checkbox"/> Government	<input checked="" type="checkbox"/> Private
	If private	<input checked="" type="checkbox"/> Grant-in-aid	<input checked="" type="checkbox"/> self financing
Number of Degrees offered			
	Certificate	6	
	Diploma	-	
	UG	8	
	PG	2	
	PG Diploma recognized by statutory authority	-	
	Research	1 M.Sc. & 1 PhD	
	Others		
9.c	Detail of Degrees offered(e.g.: B.A,B.com, M.Sc etc...)		
	Arts	B.A & BMM	
	Commerce	B.Com, M.Com, BMS, BBI, BAF& BFM	
	Science	B.Sc., M.Sc. (Chem) & PhD (Botany)	
	Education	-	
	Health Sciences	-	
	Engineering and Technology	-	
	Management	-	
	Others	-	
10	Whether Teacher Education / Physical Education Department is opting for assessment and Accreditation separately?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No



11	Total Number of	
	Teaching Staff	95 (53 aided + 42 Unaided)
	Non-Teaching Staff	108
	Students	3116
12	Date of establishment of IQAC (Optional for Cycle 1)	05/12/2005 (DDMM/YYYY)

