



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1. Name of the Institution

Jai Hind College Autonomous

- Name of the Head of the institution **Prof. (Dr.) Vijay Dabholkar**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**

- Phone No. of the Principal **02222041095**
- Alternate phone No. **02222040256**
- Mobile No. (Principal) **9820612400**
- Registered e-mail ID (Principal) **contactus@jaihindcollege.edu.in**
- Address **'A' Road Churchgate**
- City/Town **Mumbai**
- State/UT **Maharashtra**
- Pin Code **400020**

2. Institutional status

- Autonomous Status (Provide the date of conferment of Autonomy) **03/04/2018**
- Type of Institution **Co-education**

- Location **Urban**

- Financial Status **UGC 2f and 12(B)**
- Name of the IQAC Co-ordinator/Director **Dr. Sreela Dasgupta**
- Phone No. **09869532727**
- Mobile No: **09869532727**
- IQAC e-mail ID **sreela.dasgupta@jaihindcollege.edu.in**

3. Website address (Web link of the AQAR (Previous Academic Year)) <https://jaihindcollege.com/pdf/aqar-2021-22/the-annual-quality-assurance-report-jai-hind-college-2021-22.pdf>

4. Was the Academic Calendar prepared for that year? **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <https://www.jaihindcollege.com/important-notice/2023/academic-calendar-2022-23-revised.pdf>

5. Accreditation Details

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

6. Date of Establishment of IQAC **05/12/2005**

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

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

8. Provide details regarding the composition of the IQAC:

- Upload the latest notification regarding the composition of the IQAC by the HEI [View File](#)

9. No. of IQAC meetings held during the year 2

- Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? **Yes**

- If No, please upload the minutes of the meeting(s) and Action Taken Report **No File Uploaded**

10. Did IQAC receive funding from any funding agency to support its activities during the year? **No**

- If yes, mention the amount

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

1. Strategize NEP implementation 2. Initiate interdisciplinary certificate course 3. Strengthen community engagement activities 4.

Workshop on LOCF 5. Academic and Administrative Audit

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

| Plan of Action | Achievements/Outcomes |
|--|---|
| Prepare CBCS based Credit Curricular Framework under NEP | The NEP guidelines were followed to design the CBCS framework |
| Promotion of Skill Enhancement component in programs | Industry aligned programs BBA and MSc-BDA designed to incorporate internship component in the second year |
| Streamline Research related activities | Policies drafted on Research, Anti-plagiarism, Ethics, PhD policy |
| Introduce Interdisciplinary short-term course | Certificate course on 'Biophysics' introduced for Science undergraduates |
| Thrust to Community Outreach programs | Departments undertook at least one CEP in immediate vicinity to address local issues |
| Strengthen Green initiatives | Established |

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

- Name of the statutory body

| Name of the statutory body | Date of meeting(s) |
|----------------------------|--------------------|
| Governing Body | 16/10/2024 |

14. Was the institutional data submitted to AISHE ? Yes

- Year

Part A

Data of the Institution

| | |
|--|---------------------------------|
| 1.Name of the Institution | Jai Hind College Autonomous |
| • Name of the Head of the institution | Prof. (Dr.) Vijay Dabholkar |
| • Designation | Principal |
| • Does the institution function from its own campus? | Yes |
| • Phone No. of the Principal | 02222041095 |
| • Alternate phone No. | 02222040256 |
| • Mobile No. (Principal) | 9820612400 |
| • Registered e-mail ID (Principal) | contactus@jaihindcollege.edu.in |
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| • City/Town | Mumbai |
| • State/UT | Maharashtra |
| • Pin Code | 400020 |
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| • Financial Status | UGC 2f and 12(B) |
| • Name of the IQAC Co-ordinator/Director | Dr. Sreela Dasgupta |
| • Phone No. | 09869532727 |

| | |
|---|---|
| • Mobile No: | 09869532727 |
| • IQAC e-mail ID | sreela.dasgupta@jaihindcollege.edu.in |
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| | | |
|---|---------------------------|--|
| <ul style="list-style-type: none"> Upload the latest notification regarding the composition of the IQAC by the HEI | View File | |
|---|---------------------------|--|

9.No. of IQAC meetings held during the year

2

| | |
|--|-------------------|
| <ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? | <p>Yes</p> |
|--|-------------------|

| | |
|--|-------------------------|
| <ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report | <p>No File Uploaded</p> |
|--|-------------------------|

10. Did IQAC receive funding from any funding agency to support its activities during the year?

No

| | |
|--|--|
| <ul style="list-style-type: none"> If yes, mention the amount | |
|--|--|

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4. Workshop on LOCF 5. Academic and Administrative Audit

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Yes

- Name of the statutory body

| Name of the statutory body | Date of meeting(s) |
|----------------------------|--------------------|
| Governing Body | 16/10/2024 |

14. Was the institutional data submitted to AISHE ?

Yes

- Year

| Year | Date of Submission |
|---------|--------------------|
| 2022-23 | 23/02/2024 |

15. Multidisciplinary / interdisciplinary

By incorporating multidisciplinary and interdisciplinary programs in arts, science, and commerce faculties, the institution has been able to enhance the learning experience and prepare students for emerging trends. A few strategies adopted were to design lecture sessions by guest speakers on 'Digital marketing' which included components of data analysis (science), and business strategies (commerce); collaborative research projects between Botany, Chemistry and microbiology under the DBT-STAR program. Such initiatives helped incorporate inputs from multiple disciplines, develop an understanding how different disciplines inform and augment one another, cultivate critical thinking, problem-solving, and communication skills, making graduates more versatile and adaptable in the workforce.

16. Academic bank of credits (ABC):

The student ID in the form of Aadhar, the contact mobile number were all collected digitally at the time of admission. Students were carefully explained the steps of creating the Digilocker. The concept of ABC and its benefits especially with the advent of NEP was explained to them through several sessions both at the institutional level by the Principal and the Vice Principal as well as at the department level by the Heads/Coordinators of the programs. The data of all students was collected and any defaulters of the process were sent repeated reminders to ensure total compliance.

17. Skill development:

Incorporation of skill development component in the form of internships, and on-job training significantly enhanced the student readiness for the workforce. Some such initiatives adopted include organization of hands-on training workshops that focus on practical skills, collaborate with industry professionals in guest speaker sessions to ensure relevance, session on soft skill development such as teamwork, leadership, and communication to complement technical skills, collaborations and linkages to provide students with internships; provide case-studies to help students work on real-world projects; initiated networking events where students met potential employers and learnt about the skills they value; develop participation in clubs and societies to encourage team-work and coordination.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The College pays adequate focus on enlightening students about the nation's rich cultural heritage. The regional language, Marathi, is celebrated as 'Marathi Divas' whereby the awareness of the language is spread through activities, cultural plays, acts, etc. Likewise, the 'Hindi Divas' is also celebrated in a similar manner to spread awareness of our national language. National festivals such as Holi, Diwali etc. are celebrated to make us feel proud of our Indian traditions and culture. Anecdotes of our rich culture and its contribution in the education system is also touched upon in the curriculum. Being a linguistic minority, the college organises programs such as "Hojamalo", teaching Sindhi language, Sindhi community meetings and many more to keep the heriage alive.

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

The concept of OBE was introduced to the faculty through arrangement of a faculty development workshop. It was a 3-day workshop which focused on concepts such as Program Objectives, Course Outcomes, etc. The faculty were given illustrative examples for clarification, post which they were required to frame the same for their respective courses. The inter-relation between the PO/CO and the Bloom's taxonomy and its achievement was also clarified. The faculty were also trained to map the outcomes v/s the objectives designed and thereby calculate the attainment factor at the completion of a 3-year degree course. The attainment score was calculated program-wise for batches and shared with IQAC to see the trends in the graph. Grid mapping of PO-CO was also carried out as an exercise for all programs and the same uploaded on the website.

20.Distance education/online education:

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

which is then made available to students. Many certificate courses are also organised online.

Extended Profile

1. Programme

| | |
|---|-----------|
| 1.1 | 30 |
| Number of programmes offered during the year: | |

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

2. Student

| | |
|---|-------------|
| 2.1 | 4272 |
| Total number of students during the year: | |

| File Description | Documents |
|---|---------------------------|
| Institutional data in Prescribed format | View File |

| | |
|---|-------------|
| 2.2 | 1328 |
| Number of outgoing / final year students during the year: | |

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

| | |
|--|-------------|
| 2.3 | 4272 |
| Number of students who appeared for the examinations conducted by the institution during the year: | |

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

3. Academic

| | |
|--|------------|
| 3.1 | 885 |
| Number of courses in all programmes during the year: | |

| File Description | Documents |
|--|---------------------------|
| Institutional Data in Prescribed Format | View File |
| 3.2 Number of full-time teachers during the year: | 89 |
| File Description | Documents |
| Institutional Data in Prescribed Format | View File |
| 3.3 Number of sanctioned posts for the year: | 89 |
| 4.Institution | |
| 4.1 Number of seats earmarked for reserved categories as per GOI/State Government during the year: | 326 |
| 4.2 Total number of Classrooms and Seminar halls | 54 |
| 4.3 Total number of computers on campus for academic purposes | 480 |
| 4.4 Total expenditure, excluding salary, during the year (INR in Lakhs): | 989.14 |
| Part B | |
| CURRICULAR ASPECTS | |
| 1.1 - Curriculum Design and Development | |
| 1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution. | |
| Jai Hind College has adopted an outcome-based approach for curriculum development framed on the objectives of Autonomy and aligned with its Vision and Mission. Departments map their Program | |

Objectives with the Course Learning Outcomes to assess the attainment factor. Partnerships with industry like TCS for BBA and MSc in Big Data Analytics directly addresses industry demands. Globally relevant short-term certificate courses are held in partnership with Institute of Risk Management, Thomas Cook. Regular feedback from all stakeholders helps incorporate real-world issues in curriculum revisions which are then discussed at the Board of Studies meetings and finalized with their inputs. Case studies in BMS, BBA, Business Management (Commerce), BAF, BBI, BFM, provide practical insights into understanding of business dynamics. Modules on nano-sciences and digital transformation in basic sciences and IT programs prepare students for global technological landscape. Tailoring curriculum aspects based on local community needs, English language proficiency courses for communication skills, Capacity-building courses for navigating diverse global environments, are some more measures. Economics, Business Administration integrate modules on trade policies, Microbiology and Biotechnology programs delve into global health challenges, Chemistry, Botany, and Life Sciences programs offer courses on global environmental challenges, while Political science analyze global political systems and ideologies.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload additional information, if any | View File |
| Link for additional information | Nil |

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

06

| File Description | Documents |
|--|---------------------------|
| Minutes of relevant Academic Council/BOS meeting | View File |
| Details of syllabus revision during the year | View File |
| Any additional information | View File |

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

225

| File Description | Documents |
|---|---------------------------|
| Curriculum / Syllabus of such courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses | View File |
| MoUs with relevant organizations for these courses, if any | View File |
| Any additional information | View File |

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced across all programmes offered during the year

37

| File Description | Documents |
|---|---------------------------|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Any additional information | View File |
| Institutional data in prescribed format (Data Template) | View File |

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

0

| File Description | Documents |
|--|---------------------------|
| Minutes of relevant Academic Council/BoS meetings | No File Uploaded |
| Any additional information | No File Uploaded |
| List of Add on /Certificate programs (Data Template) | View File |

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

The Institution makes efforts to create a conducive environment

for the holistic development of the students. Integrating cross-cutting issues reflected in Sustainable Development Goals and NEP 2020, requires a thoughtful and comprehensive approach, involving firstly curriculum mapping. Encouraging interdisciplinary collaboration among faculty members led to a cross-faculty approach in research projects as well as internships examining application-based topics. Stakeholders like industry experts/community members both in Board of Studies, visiting faculty and also as guest lecturers in co-curricular workshops ensure that curriculum development reflects real-world needs as expected under NEP guidelines such as incorporating case studies and internships. Professional development opportunities for faculty members is encouraged to ensure they are equipped to effectively address a diverse learner set. Empowering students to take an active role in promoting cross-cutting issues fosters a sense of ownership and responsibility. Example, sustainability projects on campus, like recycling programs under Green Club or organizing awareness campaigns on gender equality and human rights through activities of Novel Room. Embedding socially relevant issues aligned with SDG and NEP 20 into course content and pedagogy, has helped prepare students to address challenges and contribute towards a sustainable and equitable world.

| File Description | Documents |
|---|---------------------------|
| Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum | View File |
| Any additional information | No File Uploaded |

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

23

| File Description | Documents |
|--|---------------------------|
| List of value-added courses | View File |
| Brochure or any other document relating to value-added courses | View File |
| Any additional information | No File Uploaded |

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

178

| File Description | Documents |
|----------------------------|---------------------------|
| List of students enrolled | View File |
| Any additional information | View File |

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

693

| File Description | Documents |
|---|---------------------------|
| List of programmes and number of students undertaking field projects / internships / student projects | View File |
| Any additional information | View File |

1.4 - Feedback System

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

A. All 4 of the above

| File Description | Documents |
|---|---|
| Provide the URL for stakeholders' feedback report | https://www.jaihindcollege.com/Feedback.html |
| Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management | View File |
| Any additional information | View File |

1.4.2 - The feedback system of the Institution comprises the following

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

| File Description | Documents |
|---|---|
| Provide URL for stakeholders' feedback report | https://www.jaihindcollege.com/Feedback.html |
| Any additional information | No File Uploaded |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

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

1688

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

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

326

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |

2.2 - Catering to Student Diversity

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

It is the duty of an institution to understand the variability that exists in the learning abilities of its students. To cater to such differential learning needs, a mechanism has been devised to assess the learning levels, differentiate according to their specific needs and devise a procedure to meet their requirements. The Academic Heads prepare a schedule for conducting the Continuous Assessment at the beginning of the academic session, each year. The questionnaire assesses the extent of Higher Order Thinking Skills based on Bloom's Taxonomy. The Course Coordinator

prepares the Question Paper giving uniform weightage to questions of differing levels of difficulty. Based on the evaluation score, the students are categorized into Slow and Advanced Learners. A schedule for remedial classes if required, specifying modules, methods of teaching, innovative techniques, activities, and assessment methods is prepared. The progress of each student is mapped from the continuous assessment tests, observation of performance in class activities, including impact of the co-curricular programs conducted. Guest lectures on specific topics by several departments, and Mentoring sessions including "Peer Mentoring". or Role-play, Group Discussion. For advanced learners, training programs, Workshops, Debates, and Group Discussions, participation in research meets help them to progress achieve higher goals.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107423/2.2.1_1721818760_13948.pdf |

2.2.2 - Student – Teacher (full-time) ratio

| Year | Number of Students | Number of Teachers |
|------------|--------------------|--------------------|
| 01/07/2022 | 4272 | 89 |

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

2.3 - Teaching- Learning Process

2.3.1 - Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

The College adopts a diverse range of pedagogical techniques for effective dissemination of knowledge depending upon requirements of course content, and needs of learner: (1) Experiential learning such as skill-based courses - 51 in total, Internships - 2-non-mandatory credits embedded in Autonomy ordinances, Industrial Visits, Research - included from Semester IV onwards, Workshops d on Research Article Writing, Publications - Students are provided

opportunity to publish in in-house journals; (2) Participatory learning such as Group discussion, Discussion Club, Role plays, Academic Fests, Case Study Cohort, Global e-Summit, Business Conclave, X-plore, Phyzex (Science Stream), Intercollegiate event. Learners reflect on experiences through content creation in department newsletters, (3) Problem-solving Methodologies - Case-Studies, Research projects, Research Methodology course; (4) ICT tools in pedagogy; (5) e- Resources E-books: Digital versions of textbooks are shared online/downloaded for students. Online Courses/MOOCs: Swayam, NPTEL, e-PG Pathshala, web-based courses offered by universities, platforms like Coursera, Khan Academy, e-content developed by faculty are made available. Digital Libraries and Repositories: Online collections of academic journals, and scholarly articles accessible through subscriptions/open access platforms are available in Library. Video Lectures: Recorded lectures, tutorials, instructional videos available on YouTube, TED[1]Ed, are shared with students.

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| Link for additional Information | https://jaihindcollege.com/jaihindcollege-new/wp-content/uploads/2024/07/2.3.1_Summary-Sheet_0001.pdf |

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

ICT tools in pedagogy refer to digital resources to enhance learning experience, the following being used in college:

Presentation Software: PowerPoint, Prezi, used by most departments to create, deliver instructional content.

Learning Management Systems (LMS): Platforms like Moodle, Canvas, Jamboard, One-note which facilitate online course management.

Collaboration Tools: Google Workspace (Google Docs, Sheets, Slides, Drives), enabling document sharing, group work.

Simulation and Modelling Software: Used mostly in Chemistry for experiments/ models, enhancing understanding.

Video Conferencing Tools: Zoom, G Meet facilitating online

classes, virtual meetings, guest lectures.

Digital Assessment Tools: In Continuous Assessments: online quizzes, surveys, streamlining evaluation, providing timely feedback to learners.

e- Resources:

E-books: Digital versions of textbooks are shared online/downloaded for students.

Online Courses/MOOCs: Swayam, NPTEL, e-PG Pathshala, web-based courses offered by universities, platforms like Coursera, Khan Academy, e-content developed by faculty are made available.

Digital Libraries and Repositories: Online collections of academic journals, and scholarly articles accessible through subscriptions/open access platforms are available in Library.

Video Lectures: Recorded lectures, tutorials, instructional videos available on YouTube, TEDEd, are shared with students.

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

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

2.3.3.1 - Number of mentors

89

| File Description | Documents |
|---|---------------------------|
| Upload year-wise number of students enrolled and full-time teachers on roll | View File |
| Circulars with regard to assigning mentors to mentees | View File |

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

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

| File Description | Documents |
|---|---------------------------|
| Upload the Academic Calendar and Teaching Plans during the year | View File |

2.4 - Teacher Profile and Quality

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

89

| File Description | Documents |
|--|---------------------------|
| Year-wise full-time teachers and sanctioned posts for the year | View File |
| List of the faculty members authenticated by the Head of HEI | View File |
| Any additional information | View File |

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

52

| File Description | Documents |
|---|---------------------------|
| List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years | View File |
| Any additional information | View File |

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

1024

| File Description | Documents |
|---|---------------------------|
| List of teachers including their PAN, designation, Department and details of their experience | View File |
| Any additional information | View File |

2.5 - Evaluation Process and Reforms

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

19

| File Description | Documents |
|--|---------------------------|
| List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result | View File |
| Any additional information | View File |

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

51

| File Description | Documents |
|---|---------------------------|
| Upload the number of complaints and total number of students who appeared for exams during the year | View File |
| Upload any additional information | View File |

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

The entire process of examination has undergone a digital transformation since 2020-21. The CA -1 (Continuous assessment component 1 of exam) was conducted by the online portal called OFFEE. Institution has adopted this online testing platform for Continuous Internal Assessment since 2018. OFFEE is a browser-based portal which can work easily on any desktop, laptop, tablet and mobile, with low configuration, and that makes it a user friendly and efficient EMS. Online proctoring mechanism via continuous snapshots of the students and an automatic warning system for those attempting to minimize screen is effectively used. Processing of results is done digitally with the use of advanced software which ensures accuracy and timely declaration of results. All exam related information, notices, forms, and consolidated results are put up on the college website for easy access to all students. Students can send all grievances and queries regarding exams at a centralized email id and receive prompt response by a dedicated team. By integrating IT into all procedures and every step the EMS has been streamlined and all types of errors have been minimized; turnaround time for all processes has also been greatly reduced.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

2.6 - Student Performance and Learning Outcomes

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

Objectives/outcomes are defined for each program and course. These

are derived from institutional goals and accreditation reports. Syllabi are developed to explicitly state how each course contributes to achieving these outcomes. Integration of Graduate Attributes in the syllabus through specific course content, activities, and assessments. Faculty ensure that teaching methods and resources reflect development of these attributes. Syllabi are publicly available on the institution's website with include clear references to learning outcomes and graduate attributes. Students can access these documents to understand what is expected of them in terms of knowledge, skills, and competencies. Assessments (exams, projects, assignments, continuous assessments) are designed to directly measure achievement of learning outcomes and development of graduate attributes. Assessment data is collected from various sources, including exams, assignments and other performance indicators. Each assessment is mapped to specific learning outcomes and graduate attributes. Structured integration of learning outcomes, graduate attributes, and assessment practices not only ensures educational quality and accountability but also fosters continuous improvement and student success.

| File Description | Documents |
|--|---|
| Upload COs for all courses (exemplars from the Glossary) | View File |
| Upload any additional information | View File |
| Link for additional Information | https://www.jaihindcollege.com/poco.html |

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

To determine student performance, Objectives/outcomes are defined for each program and course which are derived from institutional goals and accreditation reports. Incorporation in Assessment Process through exams, projects, assignments, continuous assessments directly measure achievement of learning outcomes and development of graduate attributes. Rubrics and criteria are aligned with specific outcomes and attributes to ensure clarity and fairness. Assessment tasks are reviewed periodically to maintain alignment with evolving educational standards. Feedback provided to students highlights their progress toward achieving outcomes and attributes. Assessment results are analyzed to identify areas for curriculum improvement. Faculty meetings and curriculum committees discuss assessment data to enhance teaching

and learning strategies. Assessment results are documented systematically. Reports are generated to track attainment levels of learning outcomes and graduate attributes. Each assessment is mapped to specific learning outcomes and graduate attributes. Data is analyzed to determine the percentage of students achieving each outcome and attribute. Attainment data is monitored over time to identify trends and patterns. Adjustments to teaching methods or assessment strategies made based on this analysis. Thus, students, faculty, and stakeholders have a clear understanding of what is expected to be achieved.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://www.jaihindcollege.com/poco.html |

2.6.3 - Pass Percentage of students

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

1229

| File Description | Documents |
|---|---|
| Upload list of Programmes and number of students appear for and passed in the final year examinations | View File |
| Upload any additional information | View File |
| Paste link for the annual report | https://jaihindcollege.com/jaihindcollege-new/wp-content/uploads/2024/08/2.6.20_LINK-Annual-Report-2022-23_0001.pdf |

2.7 - Student Satisfaction Survey

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

https://www.jaihindcollege.com/igac/Exit-Poll-for-the-TY-&-MSc_MCom-II-Batch-of-2022-23.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

Central Instrumentation Facility Research facilities at Jai Hind College Autonomous are continuously upgraded as evident from the facilities available at the CIF, a state-of-the-art laboratory equipped with modern instruments like Spectro fluorimeter, HPLC, FTIR, DSC, Gel-DOC, UV-Vis, Thermocycler, Refrigerated Centrifuge, Microscope with Fluorescent attachment, Rotary Evaporator.

Funding: The institution has well-defined policies for the promotion of research which play a crucial role in maintaining a vibrant research culture. These policies include procedural strategies to apply for Government Grants (DBT-STAR, DST-FIST), other research grants (BCUD, UGC)

Well-defined Policies: Clear guidelines are established for ethical research practices, ensuring that all studies are conducted with integrity and transparency. The college has a Research Advisory Committee with eminent researchers who provide guidance and support.

Collaborations: The institution supports interdisciplinary research by facilitating collaborations across different departments and with external partners (LCGC, Haffkine Institute, D.G. Ruparel College), thereby broadening the scope and impact of research initiatives. Such collaborations promote exchange of knowledge, ideas and facilities leading to innovative solutions and holistic understanding of research queries.

Through such continuous efforts, the institution has seen a slow but steady progress towards building a robust research ecosystem.

| File Description | Documents |
|--|---|
| Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | No File Uploaded |
| Provide URL of policy document on promotion of research uploaded on the website | https://jaihindcollege.com/jaihindcollege-new/wp-content/uploads/2024/08/4.-All-Policies_0001.pdf |
| Any additional information | View File |

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

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

6.30

| File Description | Documents |
|---|---------------------------|
| Minutes of the relevant bodies of the institution regarding seed money | View File |
| Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized | View File |
| List of teachers receiving grant and details of grant received | View File |
| Any additional information | View File |

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

6

| File Description | Documents |
|---|---------------------------|
| e-copies of the award letters of the teachers | View File |
| List of teachers and details of their international fellowship(s) | View File |
| Any additional information | No File Uploaded |

3.2 - Resource Mobilization for Research

3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

06

| File Description | Documents |
|--|---------------------------|
| e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations | View File |
| List of projects and grant details | View File |
| Any additional information | View File |

3.2.2 - Number of teachers having research projects during the year

6

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |
| List of research projects during the year | View File |

3.2.3 - Number of teachers recognised as research guides

5

| File Description | Documents |
|---|---------------------------|
| Upload copies of the letter of the university recognizing teachers as research guides | View File |
| Institutional data in Prescribed format | View File |

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

06

| File Description | Documents |
|---|---|
| Supporting document from Funding Agencies | View File |
| Paste link to funding agencies' website | https://www.priyadarshniacademy.com/ |
| Any additional information | View File |

3.3 - Innovation Ecosystem

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

The Entrepreneurship Cell and Skill Hub of Jai Hind College has crafted and dispensed platforms to foster Entrepreneurship and Innovation. It held various skill-building sessions, ideation workshops, prototype demonstrations and organized The Global Entrepreneurship Summit, to provide platform to interact with Industry experts, attend masterclasses and experience the Startup Competition, which has been recognised by various Governmental Organisations like Startup India, Maharashtra State Innovation Society. Incubation and Acceleration Centre is equipped with computers creating a working space to grow the startups. Founded in 2020, the Jai Hind College Incubator & Accelerator Centre (IAC) is an initiative which aims to foster entrepreneurship and nurture young businesses. The Incubator provides access to regular mentoring sessions by industry experts, a state-of-the-art co-working space as well as technical and financial assistance. The Incubator has conducted 50+ mentoring sessions conducted by renowned industry experts such as 'Start-Up Valuation - Defining Finance Streams'.

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

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://jaihindcollege.com/jaihindcollege-new/wp-content/uploads/2024/09/Incubator-Accelerator-Centre.pdf |

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

0

| File Description | Documents |
|--|------------------|
| Report of the events | No File Uploaded |
| List of workshops/seminars conducted during the year | No File Uploaded |
| Any additional information | No File Uploaded |

3.4 - Research Publications and Awards

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

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check | View File |
| Any additional information | View File |

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

3.4.2.1 - Number of PhD students registered during the year

11

| File Description | Documents |
|--|---|
| URL to the research page on HEI website | https://www.jaihindcollege.com/igac/RAC-MINUTES-OF-THE-MEETING.pdf |
| List of PhD scholars and details like name of the guide, title of thesis, and year of registration | View File |
| Any additional information | View File |

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

37

| File Description | Documents |
|---|---------------------------|
| List of research papers by title, author, department, and year of publication | View File |
| Any additional information | View File |

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

17

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://jaihindcollege.com/jaihindcollege-new/wp-content/uploads/2024/09/3.4.4D Table-2_0001.pdf |

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

3.4.5.1 - Total number of Citations in Scopus during the year

145

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Bibliometrics of the publications during the year | View File |

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

3.4.6.1 - h-index of Scopus during the year

5

| File Description | Documents |
|--|---------------------------|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | View File |
| Any additional information | View File |

3.5 - Consultancy

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

0.267

| File Description | Documents |
|--|---------------------------|
| Audited statements of accounts indicating the revenue generated through consultancy and corporate training | View File |
| List of consultants and revenue generated by them | View File |
| Any additional information | View File |

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

0

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

3.6 - Extension Activities

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

At Jai Hind College, community engagement is done through a range of projects and collaborations, : National Integration & Civic Responsibility: 'Run for Unity' by the NCC unit that pays tribute to Sardar Vallabhbhai Patel and commemorates national integration has been actively pursued the last 5 years. It also participated in the Puneet Sagar Abhiyan from September 2022, to tackle the issue of plastic pollution, voter awareness campaigns, a no[1]spitting campaign, Blood Donation Drives, an Organ Donation Sensitisation Drive, and a Fund Collection Drive for the armed forces. Finally, the NSS unit carried out various standalone events on important issues such as World Peace, Road Safety, Cybercrime, Health, Stress Management, Cybersecurity, Meditation, Mindfulness, Suicide prevention and Mental health. Social Awareness: 'Silent Saturdays', a Community Service Initiative organised by the Rotaract Club of Jai Hind College as its flagship project. RCJC has a fest 'Cheekh' each year, to highlight one particular theme on social awareness. Women's Health & Hygiene: The NSS unit held an online session on endometriosis, on Cervical Cancer, on HIV/AIDS, and the like, in collaboration with VCan Foundation. Commitment to the Under-privileged Sections: Enactus, Jai Hind College, has various projects such as Tech Shiksha (teaching underprivileged children in an online medium) and Project Ekta (upcycling waste cloth to make useful products). Local Environmental Initiatives: The NSS unit also had beach cleaning drives at Girgaum Chowpatty, Cuffe Parade and at the Mithi River

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

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

2

| File Description | Documents |
|--|---------------------------|
| Number of awards for extension activities in during the year | View File |
| e-copy of the award letters | View File |
| Any additional information | No File Uploaded |

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

48

| File Description | Documents |
|---------------------------------|---------------------------|
| Reports of the events organized | View File |
| Any additional information | View File |

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

745

| File Description | Documents |
|----------------------------|---------------------------|
| Reports of the events | View File |
| Any additional information | No File Uploaded |

3.7 - Collaboration

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

29

| File Description | Documents |
|--|---------------------------|
| Copies of documents highlighting collaboration | View File |
| Any additional information | View File |

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

29

| File Description | Documents |
|---|---------------------------|
| e-copies of the MoUs with institution/ industry/ corporate house | View File |
| Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year | View File |
| Any additional information | View File |

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Jai Hind College has two buildings:

Facilities of Main Building: -Library - Administrative Office - Accounts Section - Examination Section - Auditorium - Audio-Visual Room - Board Room- Central Instrumentation Facility - Interactive-Learning Centre - Sindhi Circle - NCC unit accommodated

Facilities of Annexe building: -CAP room - Incubator-Accelerator Centre - Mass Media Lab - Multi-purpose room - Gymkhana - IQAC Room - Societies & Cells Room - Reprographic centre - First-Aid Room - Girls Common Room,- Maintenance Supervisor's room

Classrooms: 54, **Laboratories:** 27, **Science Laboratories:** 19, **Computer Laboratories:** 06, **Psychology Lab:** 01

IT facilities in the college: College campus is Wi-fi enabled and also LAN facility Sufficient bandwidth of 80 Mbps provided to computers, laptops Computers available in departments, labs, office, accounts, Wellness centre, NSS, library, CAP centre, Exam room Projectors: 66; Interactive projectors: 07 The Interactive - Learning Centre also accommodates the Language lab

Air- Conditioned Auditorium with balcony, Air-conditioned Audio-Visual centre

Washrooms: Ladies = 14; Gents = 14, 1 disabled friendly washroom in Annexe building, Ramps = 5, Lifts = 2 in Main building and 2 in Annexe

Solar panels, rain water harvesting, Bio-composting pit, vertical garden.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

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

Sports facilities:Outdoor Games: Basketball, Badminton court, Volleyball Indoor: Carrom, chess, Table tennis, Boxing

Gymnasium facilities: Back-pull & Front-pull machines, Leg Press & Shoulder Press bench, Treadmill, Pull-up bar, Yoga mats

Air- Conditioned Auditorium with balcony: Seating capacity: 542 Facilities: 12 Speakers, 2 Monitors, 1 Projector, 1 Screen, 5 Cordless mikes, 12 Wire mikes, 2 Podium mikes, 2 Head mikes, 1Mixer, Spotlights

Air-conditioned Audio-Visual centre: Seating capacity: 126 Facilities: 4 Podium mike; 2 Podium; 1 Projector; 1 Screen; 2 Whiteboard; 1 Sound mixer; 2 Speaker

Yoga centre- basement

| File Description | Documents |
|---------------------------------------|---|
| Geotagged pictures | View File |
| Upload any additional information | No File Uploaded |
| Paste link for additional information | https://jaihindcollege.com/jaihindcollege-new/wp-content/uploads/2024/08/2_Sports-Facilities.pdf |

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

76

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

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

469.79

| File Description | Documents |
|--|---------------------------|
| Upload audited utilization statements | View File |
| Details of Expenditure, excluding salary, during the years | View File |
| Any additional information | View File |

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

The library is fully automated with Integrated Library Management System (ILMS) - SLIM 21 which is a Multi-user, desktop-based & web-based software developed with VB.Net, ASP.Net (MS technologies) and MS SQL at back-end. The process of automation began using BOOKWORM with modules like Acquisition, Cataloging and circulation of Print resources with Barcode technology. Continuous upgradation

are undertaken to provide best services to users. Features of SLIM 21: Cataloguing system for library resources (Accession Register), Circulation of library resources Serials', Maintenance Stock verification, Selective Dissemination of Information service to provide users to record their preferred subjects, Footfall and statistics maintained through LibVizLog module, Web OPAC allow users to login and view their loans and reservations, claim an item, check status of claim and also list of books issued during academic year using standard browser, Remote access to library databases, Web Proposals facilitate users to send online request to purchase books for library, Online book reservation of books through Web OPAC.

Other Amenities: 13 dedicated computers to access E Resources, Online Public Access Catalog, Internet and Elibrary, Free Internet access to Swayam/NPTEL/N List/Subscribed e-resources, Intra and remote access using passwords to subscribed e-resources.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://jaihindcollege.com/jaihindcollege-new/wp-content/uploads/2024/07/4.2.1_Summary-Sheet_0001.pdf |

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

A. Any 4 or more of the above

| File Description | Documents |
|---|---------------------------|
| Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership | View File |
| Upload any additional information | View File |

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

14.80

| File Description | Documents |
|--|---------------------------|
| Audited statements of accounts | View File |
| Any additional information | View File |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

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

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

765

| File Description | Documents |
|--|---------------------------|
| Upload details of library usage by teachers and students | View File |
| Any additional information | No File Uploaded |

4.3 - IT Infrastructure

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

Jai Hind College Autonomous has always updated its IT facilities on a regular basis keeping in mind its significant role in modern pedagogical trends. Desktop computers and laptops are available in laboratories, departments, and the library for the usage of students, and in the office, accounts section, Wellness centre, NSS, CAP centre, and Exam room for administrative and other related purposes. The college campus is Wi-fi enabled and also has LAN facility. All desktop computers, laptops are updated on a regular basis as also the LAN and Wi-Fi internet connectivity.

Sufficient bandwidth of 80 Mbps is provided for usage.

Of the 87 lecture halls/computer labs/, 66 are provided with LCD Projectors while 07 have a provision of Interactive projectors.

Likewise, the seminar halls, audio-visual room and the auditorium is also updated with IT facilities like LCD projectors, LAN, Wi-Fi.

Licensed software and antivirus protection are installed and routinely upgraded for optimal performance, security, and

functionality which encompass operating system patches, software upgrades, hardware drivers, hardware update, including regular update in LAN and Wi-Fi network.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://jaihindcollege.com/jaihindcollege-new/wp-content/uploads/2024/08/1_IT-Policy_0001_0001.pdf |

4.3.2 - Student - Computer ratio

| Number of Students | Number of Computers |
|--------------------|---------------------|
| 4272 | 480 |

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

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

A. ?50 Mbps

| File Description | Documents |
|---|---------------------------|
| Details of bandwidth available in the Institution | View File |
| Upload any additional information | View File |

4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing

A. All four of the above

| File Description | Documents |
|--|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |
| List of facilities for e-content development (Data Template) | View File |

4.4 - Maintenance of Campus Infrastructure

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

271.32

| File Description | Documents |
|-----------------------------------|---------------------------|
| Audited statements of accounts | View File |
| Upload any additional information | View File |

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

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

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

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

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://jaihindcollege.com/jaihindcollege-new/wp-content/uploads/2024/08/4.4.2_Summary-Sheet.pdf |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

83

| File Description | Documents |
|---|---------------------------|
| Upload self-attested letters with the list of students receiving scholarships | View File |
| Upload any additional information | View File |

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

68

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Institutional data in prescribed format | View File |

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

A. All of the above

| File Description | Documents |
|---|---|
| Link to Institutional website | https://www.jaihindcollege.com/Capacity_Building_Courses.html |
| Details of capability development and schemes | View File |
| Any additional information | View File |

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

72

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

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

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee | View File |
| Details of student grievances including sexual harassment and ragging cases | View File |
| Upload any additional information | View File |

5.2 - Student Progression

5.2.1 - Number of outgoing students who got placement during the year

296

| File Description | Documents |
|---------------------------------------|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |

5.2.2 - Number of outgoing students progressing to higher education

148

| File Description | Documents |
|---|---------------------------|
| Upload supporting data for students/alumni | View File |
| Details of students who went for higher education | View File |
| Any additional information | No File Uploaded |

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

117

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for students/alumni | View File |
| Any additional information | View File |

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

25

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | View File |

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

The Student Council of Jai Hind College Autonomous is recognized for its active, dynamic, and responsible role in supporting all major activities and any other proactive measures adopted by the college for the betterment of its primary stakeholder, the students. Comprising of nominated representatives from all academic programs across the years, including leaders from various other student bodies and societies, the council serves as the apex body representing the interests of the students. Their primary objective is to connect students, faculty, administration, and management, ensuring seamless flow of information and therefore contributing to overall institutional improvement.

Selection process:

Representation and Leadership: Carefully selected based on dynamic leadership qualities, teamwork abilities, team-building and cohesive adaptabilities, the council represents all student segments across all years and all programs, ensuring a fair and comprehensive representation.

Representation of key Student bodies: Key Student bodies like Gymkhana for Sports, Social and Dramatic Union for Cultural, NSS for Community Engagement, Ragging Prohibition Committee, and Women's Development Cell.

Class Representatives: Elected representatives of individual programs.

Roles and Responsibilities: Facilitation of Key Processes, Support for Academic Processes, Community Engagement, Organizational and Institutional Support, Overall Campus Improvement.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://jaihindcollege.com/student/student-council.html |

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

18

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| List of sports and cultural events / competitions organised per year | View File |
| Upload any additional information | View File |

5.4 - Alumni Engagement

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

The Alumni Association supports the institution in:

(1) **Infrastructural Development/Augmentation/Maintenance:** The Annexe building is a contribution of our alumnus, Sandeep Raheja. The IT infrastructure & Research laboratories are periodically updated with contributions of our alumni Sanjay Lilaney, Mahesh Menda, Bharat Shah, Manoj Solanki, Anil Jagasia. The Centre of Performing Arts, Jai Hind College Auditorium, has been completely renovated, by our alumni, Anil Jagasia, Sharad Sanghi. Replacement and installation of the new air-conditioning systems of both the buildings has also been facilitated by funds received from alumni. The Media laboratory is sponsored by Pevibai Motiram Shahani Trust, belonging to our alumnus.

(2) The alumni play a major role in the Curriculum development of all courses under the Autonomous system. All BOS of all programs mandatorily require the inclusion of an alumnus.

(3) Alumni are members of Statutory committees wherein they contribute by providing valuable suggestions. Prof. Dr. Rupa Shah

- Member, Governing Body Mr. Sharad Sanghi - Member, Academic Council

(4) Alumni contribute as Guest speakers in Certificate Courses, Value-added Courses conducted to supplement the curriculum.

(5) Ajay Jaisinghani, Director, Polycab India, Sandeep Raheja, Infinity Developers are sponsors of events, Arthanomics, Hojamalo amongst many. Vinay Deshmane, Avimay Hakim and others have provided scholarships.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

5.4.2 - Alumni's financial contribution during the year

A. ? 15 Lakhs

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The institute follows its Motto "I WLL & I Can" in the execution of its Vision and Mission Statement. 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. The college believes in democracy and transparency which reflects in its decentralized structure, empowering various statutory bodies. Representatives from different sectors - management, government, university, industry, faculty, students and alumni constitute these committees in various capacities. Suggestions of all stakeholders is collected, analysed, to facilitate high standards of academic excellence. The concept of distributive leadership is evident by the roles and responsibilities given to numerous administrative positions: Principal, three Vice Principals (Arts, Science, Commerce), three

Academic Heads for ensuring Quality Mechanisms, Assessment & Evaluation, Best Practices, Controller of Examinations, in addition to Heads of Departments/Coordinators of Aided and Self-financed programs, and Chairpersons of various committees. They share the accountability of monitoring adherence to aspects like following Academic Calendar, grievance redressal of faculty/non-teaching staff and students. conduct of various statutory committee meetings as per requirement. All of these reflect the sustainable growth of the institution with reference to quality education and support all curricular/co-curricular/extracurricular activities.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://www.jaihindcollege.com/important-notices/2022/JHC-Final-Prospectus-22-23.pdf |

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

The concept of distributive leadership is evident by the roles and responsibilities given to numerous administrative positions: Principal, three Vice Principals (Arts, Science, Commerce), three Academic Heads for ensuring Quality Mechanisms, Assessment & Evaluation, Best Practices, Controller of Examinations, in addition to Heads of Departments/Coordinators of Aided and Self-financed programs, and Chairpersons of various committees. They share the accountability of monitoring adherence to aspects like following Academic Calendar, grievance redressal of faculty/non-teaching staff and students. conduct of various statutory committee meetings as per requirement. All of these reflect the sustainable growth of the institution with reference to quality education, industry-academia linkages, development of research culture, infrastructural augmentation to support curricular/co-curricular/extracurricular activities. The success of these measures is reflected in an increase in placement and progression, research publications, recognitions/awards to the institute and students. The conferment of "Empowered Autonomous Status" by the Mumbai University is a further indication of this sustained growth.

| File Description | Documents |
|---|---|
| Upload strategic plan and deployment documents on the website | View File |
| Upload any additional information | View File |
| Paste link for additional Information | https://www.jaihindcollege.com/igac/Organogram.pdf |

6.2 - Strategy Development and Deployment

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

On conferment of Autonomy in 2018, the institution designed its five-year perspective plan which represents a strategic approach to enhance the quality of educational processes. This plan has been effectively executed through the coordinated efforts of various bodies, including statutory bodies, departments, and committees, all working in alignment with the 'Goals of Autonomy', Vision and Mission statement of the College. These bodies ensure smooth execution of academic and administrative processes, including appointments and Career Advancement Schemes.

Key statutory bodies involved are Governing Body, Academic Council, Board of Studies, Finance Committee and College Development Committee. The Governing Body oversees all institutional affairs and policy approvals, while Academic Council and Board of Studies focus on curriculum development/evaluation techniques. The Finance Committee approves budgetary measure while the CDC recommends development measures.

The IQAC plays a pivotal role in institutionalizing quality processes, such as the design of LOCF, POCO attainment score, Evaluation based on Bloom's taxonomy, Achievement of HOTS. It has also developed Policies on: Research, Co-and Extra-curricular activities, Internship and Placement, which are approved by the Governing Body and published on the institute's website. Academic and Administrative Audits are conducted based on the parameters of the 7 criteria of NAAC.

| File Description | Documents |
|--|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107423/6.2.1_1723389671_13948.pdf |
| Upload any additional information | View File |

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

Key statutory bodies involved are Governing Body, Academic Council, Board of Studies, Finance Committee and College Development Committee. The Governing Body oversees all institutional affairs and policy approvals, while Academic Council and Board of Studies focus on curriculum development/evaluation techniques. The Finance Committee approves budgetary measure while the CDC recommends development measures for teaching/ non-teaching/administrative staff. Academic and Administrative Audits are conducted based on the parameters of the 7 criteria of NAAC. The Research Advisory Committee oversees the promotion of Research culture whereby faculty are encouraged to take up research projects under BCUD. Government funds under DBT-STAR, DST-FIST, RUSA are applied for and utilized accordingly. Funds are also applied for, from NGOs, and disbursed. There is a Central Instrumentation Facility which facilitates research amongst Staff and students. Committees like Internal Complaint Committee, Anti-Ragging Committee work proactively to ensure on-campus security. The administrative structure, led by the Principal and supported by Vice Principals, Registrar, Office Superintendent, oversees the day-to-day tasks/staff duties. Staff appointments/promotions adhere to regulations of Mumbai University, State Government, and UGC, with non-sanctioned/non-NOC posts being filled by Management. The IQAC is involved in the overall management of CAS for the promotion of eligible faculty.

| File Description | Documents |
|---|---|
| Paste link to Organogram on the institution webpage | https://www.jaihindcollege.com/igac/Organogram.pdf |
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

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

A. All of the above

| File Description | Documents |
|---|---------------------------|
| ERP (Enterprise Resource Planning) Document | View File |
| Screen shots of user interfaces | View File |
| Details of implementation of e-governance in areas of operation | View File |
| Any additional information | View File |

6.3 - Faculty Empowerment Strategies

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

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

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

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://jaihindcollege.com/jaihindcollege-new/wp-content/uploads/2024/08/6.3.1-Summary-Sheet_0001.pdf |

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

3

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

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

2

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres) | View File |
| Upload any additional information | View File |

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

89

| File Description | Documents |
|---|---------------------------|
| Summary of the IQAC report | View File |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | View File |
| Upload any additional information | View File |

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

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

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

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.jaihindcollege.com/statutory-committees/finance-committee-minutes/FC-minutes-2022-23.pdf |

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

437.14951

| File Description | Documents |
|---|---------------------------|
| Annual statements of accounts | View File |
| Details of funds / grants received from non-government bodies, individuals, philanthropists during the year | View File |
| Any additional information | View File |

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

Approaches for Mobilization of Funds

1. **Policy and Budgeting:** The institute follows a specific policy to implement strategies for mobilizing funds and optimizing resource use. This involves estimating financial requirements from proposed and allocated annual budgets to ensure effective utilization of funds raised.

2. **Financial Management:** A Purchase Committee, comprising of Principal, Chief Accounts Officer, Registrar and Executive Coordinator (Management), devises resource mobilization strategies based on the institution's needs, targets, and plans. The committee prepares an annual budget focusing on institutional growth which is developed with inputs from each department at the beginning of the academic year which includes considerations for academics, research, extension, administrative activities. The annual budget is then reviewed and approved by Finance Committee and Governing Body.

3. **Government Grants:** As an aided college, the institution receives various grants including those from the University of Mumbai, BCUD, UGC, RUSA, DBT-STAR, DST-FIST. Government free-ships and scholarships to socially and economically disadvantaged students.

4. **Additional Sources of Funds:** To reduce reliance on tuition fees, the institution raises funds through: Renting infrastructure to governmental agencies for training sessions, examinations (NTA), elections. Providing rental services to companies such as Landmark, Computrain, Jamboree, Resonance etc. Sponsorships for

student initiatives like various fests

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

The quality measures of the IQAC resulted in conferment of Autonomy by the Union Ministry of HRD and University of Mumbai in 2018-19. The institute mapped its course based on its goals of Autonomy.

The Autonomous status permitted the institute to design its own curriculum in alignment with current market trends, thereby introducing courses focussed towards employability, entrepreneurship and skill development. Design of evaluation and assessment based on improvement of Higher Order Thinking Skills under Bloom's taxonomy. Digitisation of Examination process, continuous assessments and Question paper analyses are some such measures. This was one of the first practices institutionalized by IQAC.

Policies framed for examination, admission, research, consultancy, internship. to ensure quality and sustainability. Ordinances framed for every aspect of college functioning under Autonomy.

Promotion of research aptitude amongst staff and students through constitution of Research Committee, organizing workshops on Research Methodology, Research Scholars' Meet, integration of Research Component across all stream, and motivating the younger faculty towards Doctoral research.

Online feedback system by students of faculty, curriculum relevance, its analyses, another practice institutionalized by IQAC which has helped strengthen the academic process.

Such sustained efforts resulted in the award of "Empowered

Autonomous Status” to the college in May 2023.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://jaihindcollege.com/jaihindcollege-new/wp-content/uploads/2024/08/6.5.1-Summary-Sheet_0001.pdf |

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

Student Feedback Surveys: Exit polls are conducted for each program on teaching effectiveness, course content, and overall satisfaction.

Curriculum Audits: Annual Academic Audits help incorporate current trends with inputs from peer academicians

Faculty Reviews: Self- and peer-evaluation of faculty in the form of 'Goal Setting' and 'Goal Review' questionnaire filled at the start and end of an academic session

Teacher-Assessment: Evaluation of faculty by students on their teaching strategies, evaluation and other parameters, TAQ

Student Performance Analysis: Evaluate academic performance through PO-CO attainment scores to determine if teaching methods are effective

Analyses of Question Papers: Assessment of higher order thinking skills (HOTS) achieved and corresponding shift in pedagogy, if needed

Professional Development: Encourage participation in workshops, conferences, research meets conducted by UGC HRDC, BARC, ICT, TIFR, RUSA, MSFDA

Innovative Pedagogy Implementation: Implementation of new teaching technologies to improve learning outcomes, simulation based practical, etc.

Alumni Feedback: Gather input from graduates in 'Alumni Reunions' organised at department level

Advise from Statutory Committees: Utilize the academic expertise of statutory committee members on Academic Council and governing Body to provide insights and recommendations

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://jaihindcollege.com/jaihindcollege-new/wp-content/uploads/2024/08/Summary-Sheet-6.5.2S_0001.pdf |

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

A. Any 4 or all of the above

| File Description | Documents |
|--|---|
| Paste the web link of annual reports of the Institution | https://www.jaihindcollege.com/igac/IOAC_Report_2022-23.pdf |
| Upload e-copies of accreditations and certification | View File |
| Upload details of quality assurance initiatives of the institution | View File |
| Upload any additional information | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Conduct of Gender Audit:

1. Identifying Inequality: This helped review existing policies to uncover areas where gender disparities may exist, such as in

campus safety. Awareness of the Vishakha guidelines through display in prominent places on campus and encouraging the workings of a proactive 'Sexual Prohibition Committee' has created a positive impact in this direction.

2. Policy Recommendations: The Audit has suggested specific policy recommendations in implementing a gender-sensitive curricula to address identified gaps and promote gender equity in programs especially Humanities and Social Sciences.

3. Creating Awareness: Conducting a Gender Audit has raised awareness about gender issues among stakeholders, including administrators, faculty, and students, fostering a more inclusive and supportive campus environment such as the need for a Girls' Common Room, separate and adequate washroom facilities for the female staff and students, availability of sanitary napkin vending machines in the women's washrooms.

4. Monitoring Progress: The annual initiative has helped establish a framework for ongoing monitoring and evaluation to track progress towards gender equity goals over time.

Other Measures: CCTV cameras all over the campus, Women security personnel, Anti-discrimination policies, Education and Training, Inclusive curriculum, Gender-specific support, Activities by students.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://jaihindcollege.com/jaihindcollege-new/wp-content/uploads/2024/08/7.1.1S_Gender-Audit-Reports-3.pdf |

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

A. Any 4 or All of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geotagged Photographs | View File |
| Any other relevant information | View File |

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

Implementation of effective waste management practices minimize ecological footprint and promote a cleaner, healthier campus environment. The college works proactively in an ecofriendly manner towards managing the waste generated from daily activities. At the forefront of this initiative is recycling which promotes environmental sustainability.

Common waste is disposed of by handing it over to the municipal corporation post segregation into dry waste and wet waste. Sewage and wastewater are discharged in municipal wastewater system.

Paper/ Plastic/ Aluminium waste: Paper waste is recycled on a regular basis. Bins have been placed for this purpose across the campus in appropriate locations for facilitation. Plastic, aluminium and to some extent broken glass, along with e-waste is also sent to a registered recycling unit. Establishing strategic points ensure that they are repurposed rather than discarded.

Bio-composting: Compostable biowaste from the canteen is collected and transferred to a bio-composting pit, constructed and maintained on college campus. Garden waste from cuttings of plants and fallen leaves is also used after shredding it to appropriate sizes using a plant shredder. This biocompost is further used for the maintenance of campus plants.

Hazardous waste: Any hazardous waste generated in laboratories are disposed of as per specified protocol.

| File Description | Documents |
|---|---------------------------|
| Relevant documents like agreements/MoUs with Government and other approved agencies | View File |
| Geotagged photographs of the facilities | View File |
| Any other relevant information | View File |

| | |
|---|-------------------------------------|
| <p>7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus</p> | <p>B. Any 3 of the above</p> |
|---|-------------------------------------|

| File Description | Documents |
|--|---------------------------|
| Geotagged photographs / videos of the facilities | View File |
| Any other relevant information | View File |

7.1.5 - Green campus initiatives include

| | |
|--|-------------------------------------|
| <p>7.1.5.1 - The institutional initiatives for greening the campus are as follows:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping | <p>B. Any 3 of the above</p> |
|--|-------------------------------------|

| File Description | Documents |
|--|---------------------------|
| Geotagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | View File |
| Any other relevant documents | View File |

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

| | |
|--|--|
| <p>7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards | <p>A. Any 4 or all of the above</p> |
|--|--|

5. Beyond the campus environmental promotional activities

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View File |
| Certification by the auditing agency | View File |
| Certificates of the awards received | View File |
| Any other relevant information | View File |

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

B. Any 3 of the above

| File Description | Documents |
|--|---------------------------|
| Geotagged photographs / videos of facilities | View File |
| Policy documents and brochures on the support to be provided | View File |
| Details of the software procured for providing assistance | View File |
| Any other relevant information | View File |

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

To nurture social, linguistic, cultural and communal harmony, various initiatives have been encouraged in the institution. These span literary seminars, cultural celebrations, awareness programs, and community engagement efforts. Such endeavours not only enrich

the educational experience but also nurture a sense of empathy, understanding, and inclusivity among participants.

Language day celebrations like 'Hindi Diwas', 'Marathi Diwas', play a crucial role in recognizing and honouring the linguistic diversity of India. By highlighting the historical and cultural significance of the languages, these initiatives promote appreciation of language richness and unity while encouraging the exploration of our literature and heritage.

Eco-tourism initiatives were undertaken to instil environmental consciousness and appreciation for nature among students, highlighting the importance of sustainable tourism practices for the preservation of ecological resources.

Book displays on various themes, including inspirational figures like Dr. A.P.J. Abdul Kalam, and Dr. Babasaheb Bhimrao Ambedkar, and also mathematical genius Srinivasa Ramanujan, inspire students to explore diverse subjects and perspectives. These initiatives foster a culture of reading, learning, and personal growth among students.

Furthermore, festivals like 'Gandhi Jayanti' and 'National Unity Day' serve as reminders of India's rich history and cultural heritage, emphasizing the values of peace, unity, and national integrity.

| File Description | Documents |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |

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

The college organizes diverse programs, seminars, and visits to sensitize students on their constitutional values, rights, and duties in consonance with our Constitution.

The Political Science Department is actively involved in conducting constitutional awareness activities: celebration of 'Constitution Day' to commemorate the salient facets of the Indian Constitution and pay obeisance to the esteemed personalities who contributed significantly towards penning the draft. Activities

such as 'Youth Parliament' are conducted to acquaint the youth with the practices and procedures of the Parliament and to imbibe the values of democracy. Guest lectures on 'Public Policy', 'Electoral Politics', 'Election Machinery' and 'Election Poll Analysis' are held every year to help students understand and analyse the process of elections and their outcomes.

The RCJC conducted 'Vande Mataram' to celebrate India's 75th anniversary of Independence along with the students of NMJ school, Parel. The purpose of this initiative was to share the story of the Indian freedom struggle and the prestigious glory of the country with school children to imbibe a sense of pride for the nation. The NSS conducts seminars on 'Voter's Day' to make citizens understand the importance and value of voting in the Indian Democracy

| File Description | Documents |
|---|---------------------------|
| Details of activities that inculcate values necessary to transform students into responsible citizens | View File |
| Any other relevant information | No File Uploaded |

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

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Code of Ethics - policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims | View File |
| Any other relevant information | View File |

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

The college actively celebrates and organizes national and international commemorative days, events, and festivals throughout the year, nurturing a culture of inclusivity and respect for national and global traditions. By observing days like World Environment Day, International Coastal Day, International Women's Day, National Mathematics Day, and National Science Day, among many others, the institution promotes awareness, unity, and cultural exchange among students.

Celebrations also include 75+ years of Indian cinema, enhancing students' appreciation of the film industry's contributions. Constitution Day highlights lesser-known aspects of the Indian Constitution, and International Accounting Day was celebrated in honour of the father of Accountancy (Luca Pacioli) to promote awareness and knowledge of accountancy in a fun and entertaining atmosphere. UNWTO World Tourism Day and International Women's Day are observed to encourage discussion on SDGs and women's issues. Additionally, Hindi Diwas, Marathi Bhasha Diwas, and Hojamalo (Sindhi language event) celebrate linguistic diversity, while Independence Day, Republic Day, and Gandhi Jayanti instill national values.

These celebrations serve as valuable learning experiences, inspiring students to understand diverse cultures and global challenges. Through these initiatives, the college builds a vibrant, socially-conscious community that values tradition, learning, and collective growth.

| File Description | Documents |
|--|---------------------------|
| Annual report of the celebrations and commemorative events for during the year | View File |
| Geotagged photographs of some of the events | View File |
| Any other relevant information | No File Uploaded |

7.2 - Best Practices

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

Title: 'Green' consciousness Objectives:

Adopt energy conservation, waste management, and community engagement for a circular economy.

Context and Challenges: Design/implementation face challenges like ingrained habits, resource demands, and economic pressures affecting sustainable practices.

Practice:

- **Renewable Energy:** Roof-top Solar Photovoltaic Panels with Net Metering
- **Landscaping:** Enhanced green cover
- **Restricted Vehicles:** Limited campus entry; carpooling and public transport encouraged
- **Audits:** Green, energy, and environment audits
- **Waste & Water Management:** Bio-composting, e-waste drives, rainwater harvesting
- **Energy Initiatives:** Use of LEDs, energy-efficient devices, and paperless communication
- **Beyond Campus:** Beach clean-ups, village adoption, slum awareness

Evidence of Success: Energy conservation, and effective waste management.

Problems and Resources: Funding achieved via RUSA; vertical gardens address space issues; compost maintenance by staff and students.

Title: 'Learning through Doing' Objectives:

- Enhance understanding through contextual learning

Context and Challenges: Challenges include limited internships, lack of stipends, scheduling within academic terms, remote internship assessment limitations, and proof requirements.

Practice: Experiential learning integrated through internships and training under Autonomy.

Evidence of Success: Increased internship completions, with many leading to placements at leading companies.

Problems & Resources: Internship scarcity addressed, and work-study balance managed through break periods, weekend work, virtual internships, and course adjustments. Quality maintained via completion letters, reports, and vivas.

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://www.jaihindcollege.com/igac/Best-Practices-2022-23.pdf |
| Any other relevant information | Nil |

7.3 - Institutional Distinctiveness

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

Jai Hind College Autonomous was designated a "Skill Hub Centre" by the Hon. Prime Minister in February 2019 via a digital launch. The Centre aims to provide continuous reskilling opportunities, fostering the startup sector's growth. In 2020, the establishment of the Incubator & Accelerator Centre (IAC) further strengthened innovation within the academic community. It supports student-owned startups, early-stage ventures nationwide, cultivates aspiring entrepreneurs, and motivates forward thinking innovations. The Centre has incubated 35 startups, with 28 currently active across 5 cohorts from various parts of India. Additionally, the College is registered under the Institution's Innovation Council (IIC).

Skill Development & Entrepreneurial Skills: The Skill Hub and

Entrepreneurship Cell conduct Business Speaker sessions to enhance entrepreneurial skills in finance, sales, marketing, and design thinking.

Mentorship for Startups: The IAC has since hosted 70 tailored one-on-one mentoring sessions to guide startups. This helps bridge the knowledge gap between seasoned professionals and budding entrepreneurs, offering practical insights into crucial aspects for investors and strategic approaches to meet investor expectations.

Masterclasses, Workshops, and Competitions: Designed to empower participants with practical knowledge, hands-on experience, foster skill development, encourage innovative thinking, and provide a platform to showcase talents.

| File Description | Documents |
|---|---|
| Appropriate link in the institutional website | https://www.jaihindsummit.com/incubator-and-accelerator-centre |
| Any other relevant information | View File |

7.3.2 - Plan of action for the next academic year

Plan of Action 2023-24

- Apply for Laboratory recognition in Science - 1st half of Academic Session
- Create PhD centers in Humanities - Post inputs from faculty (1st half of Academic Session)
- PG/PhD recognition for faculty - 1st half of Academic Session
- Model/structure: PG programs with focus on employable skills - Brainstorming for possibilities - 1st half of Academic Session; Structuring curricular framework - 2nd half
- Analyze the 1st year syllabi under NEP - Post Assessment (SE) in 1st half
- Revisit the 1st year syllabi under NEP based on feedback - Beginning of 2nd half
- NAAC preparation - Ongoing

