



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**JAI HIND COLLEGE BASANTSING INSTITUTE OF  
SCIENCE J. T. LALVANI COLLEGE OF COMMERCE  
AND SHEILA GOPAL RAHEJA COLLEGE OF  
MANAGEMENT (EMPOWERED AUTONOMOUS)**

JAI HIND COLLEGE, 23-24 BACKBAY RECLAMATION, A-ROAD,  
CHURCHGATE, MUMBAI-400020

400020

[www.jaihindcollege.com](http://www.jaihindcollege.com)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

**Jai Hind College**, Basantsing Institute of Science & J.T. Lalvani College of Commerce and Sheila Gopal Raheja College of Management was **established in 1948**. Affiliated to University of Mumbai, it is managed by Sind Educationists' Association and has been conferred '**Empowered Autonomous**' status in **2023-24**. One of the premier educational institutions of Mumbai, it offers a wide array of programs under the Aided and Self-financed sections. Starting from a humble two-room Arts College in 1948, it soon progressed to include Science in 1949, and Commerce in 1980. There are **at present, 24 UG programs, 5 PG programs and 1 Doctoral Program with 1 additional UG program introduced in 2024-25**.

The institution has successfully **undergone three cycles of NAAC accreditation** and is proud to have received a **A++ grade with a CGPA of 3.52 out of 4 in its third cycle**. In 2014-15, the college was conferred "**Best College Award**" by University of Mumbai. In 2015-16, the college received **DST-FIST grant** for improvement in Science and Technology infrastructure. In 2018-19, three departments Botany, Chemistry and Microbiology, were identified for promotion and popularization of Science under the **DBT-STAR** scheme. In 2018-19, Union Ministry of HRD and University of Mumbai granted '**Autonomous Status**' to the college. The same academic year saw the institution being recognized by RUSA as '**College of Excellence**'. On 3rd February 2019, **Entrepreneurship Cell and Skill Hub Centre at Jai Hind College was digitally launched by Honorable Prime Minister Shri Narendra Modi**.

The **administrative activities** are carried out under the direction of the Principal, in consultation with IQAC Coordinator, and Autonomy Steering Committee. The policies framed for betterment of the college attaches **significant weightage to the feedback received from all stakeholders**.

The college has a **strong Alumni network**. Some notable alumni are **Dr. Rupa Shah, Former VC, SNDT University and Dr. R. A. Mashelkar, former Director General, CSIR**.

Varied **facilities available** in the College include: a well-established **Internship and Placement Cell**; a well-equipped **Library, largely digitized**; an excellent **Central Instrumentation Facility**; an **Audio-Visual Centre** and an **Auditorium**; an **Interactive Learning Centre**, a **Language Lab** and a **Media Lab**.

### Vision

Jai Hind College is committed to upholding the high standards of academic excellence and providing holistic education to its primary stakeholders, students, in alignment with its Vision and Mission statement.

**VISION:** To provide world-class education.

### Mission

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

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

#### Strengths:

- **Prime location** of the college in South Mumbai on Marine Drive
- 75 years of existence has helped attach a strong **brand value** to the College
- Intake of **quality students** especially in the Self-financed Programs of Information Technology, Biotechnology, Big Data Analytics, Management Studies, Business Administration, Multimedia and Mass Communication, apart from the traditional programs
- **Strong alumni connect** help contribute towards academics as visiting faculty, guest lecturers, collaborations and tie-ups, internships and placement as well as augment educational needs and infrastructure for the student community
- A conducive and healthy work environment contributes towards **low attrition factor** of employees
- **Qualified faculty** helps in upholding the high standards of academic excellence
- Inputs for meeting industry requirements met by **Visiting faculty from different work sectors**
- **Supportive management** fulfils the academic needs of students and faculty
- **Industry-aligned programs in collaboration with TCS**
- **Promotion of a Start-up culture** through Incubation and Accelerator Centre

### Institutional Weakness

#### Weakness:

- Severe **infrastructural crunch** limits expansion of facilities
- **Commercialisation of the neighbouring area** has resulted in shift of residential premises. This has indirectly affected the numbers in enrolment of students
- **Lessening of connect** between teacher-student due to shift in learning towards blended and flipped classroom techniques
- Inability to provide a Sport ground due to **Lack of Space**
- **Heritage precincts** does not permit increase in FSI

### Institutional Opportunity

#### Opportunities:

- **Promote younger faculty** towards fulfilling eligibility requirements for research guideship
- **Develop collaborative linkages** with reputed colleges, institutes of eminence and foreign universities for knowledge exchange, faculty empowerment and student progression
- **Develop start-ups into small-scale business ventures**
- Utilize the infrastructural facilities to **develop MOOCs**

### Institutional Challenge

## Challenges:

- Maintaining a healthy student: teacher ratio as **lack of NOC from Government** financially burdens the Management to fulfil the requirements
- Limited scope of revision in fee structure leading to **huge budgetary deficits**
- Mushrooming of innumerable professional courses have resulted in **a drop in numbers in Aided programs**
- **Recognizing Laboratories for PhD programs** meets with infrastructural crunch challenges
- **Providing OJT/Internship opportunities** to all students across streams

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Jai Hind College aims to provide education of global standards in consonance with its vision and mission statement. Autonomy has facilitated academic freedom in curricular design, introducing industry-oriented courses geared towards enhanced employability, skill development and value addition.

- **Courses catering to local, national, and global needs: Manufacturing needs** like the chemical manufacturing processes (SCHE303), other manufacturing processes (SBT101, SBT303, SBT504, SBT604) **recycling plastic** (SCHE403), and understanding **good manufacturing practices** (PSCHEP1303); IT needs (SBIT301, SBIT401, SBIT405); **Environmental concerns, sustainable development** (PSCHE3304, PSCHE1302, PSCHE1303, SLSC504, CBTT205, SBT304), and **Community development** (APSY401, APSY606).
- **Courses focused on employability, soft skills** (Communication, Teamwork, Adaptability, Critical and Strategic thinking, and planning), research aptitude and digital skills: **English, Psychology, Economics, History, Commerce, IT, Chemistry, Botany, Life Sciences, Microbiology and all the Vocational and Self-financed courses.**
- Our institution also emphasises **entrepreneurship** through several courses like: Commerce (CCOM101), Biotechnology (SBT407), and IT (SBIT105, SBIT404, SBIT501PR, SBIT601PR), as also most of the courses of BMS, BBA, amongst many others.
- **The values of equality, justice, gender sensitivity, eco-consciousness,** are enshrined in diverse courses of various disciplines, thereby enabling our vision in creating global citizens with robust ethical values: **English, History, Economics, Political Science, Philosophy, Accountancy, Commerce, Chemistry, Botany, Life Sciences, Microbiology, Biotechnology, Chemistry, and the wide spectrum of all Self-Financed Courses.**
- In an effort to **supplement the curriculum** and to promote knowledge in diverse fields, the college promotes online courses on the **SWAYAM-NPTEL** platform, in addition to the introduction of **47 Certificate-based courses of 30 hours**, in the period post-autonomy. These courses have **2 additional mandatory credits** on completion of 60 hours.
- **Internships, Research and Field Survey Projects** have been a **part of 27 out of 30 programs** offered, whereby students are able to apply theoretical concepts in real-world environment.
- The curriculum is dynamic undergoing **continuous revision** based on **feedback from all stakeholders**, both at the institutional and also at the department level. The feedback collected is **analysed and the Action Taken Report is placed before the statutory committees** and discussed, following which it is

**implemented and hosted on website for public disclosure.**

## **Teaching-learning and Evaluation**

Jai Hind College has long been the institution of choice for students and employers alike.

- The **enrolment percentage of students** has always been very high over the years. The College, belonging to **linguistic minority**, has reservation under the Sindhi minority quota in accordance with university guidelines. Although it need not follow the general reservation rules as per High Court ruling, it also caters to the other socially and economically disadvantaged sections as well as the physically challenged.
- The **student-teacher ratio** is healthy and the **faculty recruited have the requisite qualifications with good years of teaching experience**. More than 50% of faculty are **doctorates** while a fair number amongst the rest are registered.
- The college having a conducive working environment, has a **high retention factor**.
- Modern **Teaching-learning pedagogies** are followed to engender **collaborative learning** through group projects, assignments; **participative learning** through group discussions, quizzes; **experiential learning** through field visits, internships and **e-learning** through PPT presentations, screenings of videos.
- The college makes an effort to **identify slow, moderate and advanced learners** and mentors them as per their needs both in academic and non-academic issues. **Mentoring** policy of the college outlines the mechanism for peer and teacher-mentoring. There is an in-house counsellor to address and resolve any non-academic issues such as mental well-being.
- **Teaching plans** are as per the Academic Calendar designed in the beginning of the academic session. Faculty are provided an **e-planner** for execution of curricular, co-curricular and extra-curricular activities, evaluation, and teaching plans.
- The curriculum follows a **LOCF pattern** and the PO-COs are well-defined and assessed for respective **attainment scores**, and action taken for improvement.
- There is commendable **digitisation of the examination process** especially for continuous assessments held online, result processing and declaration.
- **Support during exams** was provided through a dedicated email address.
- Since autonomy, the **results of various Examinations are declared on time within 20 days. Student grievances are few and resolved to satisfaction speedily.**
- Sustained efforts by faculty in teaching-learning is reflected in the **high pass percentage** of students every year.

## **Research, Innovations and Extension**

Research, innovation, and collaborations are the pillars of foundation for the academic growth of an institute.

- In its efforts to promote a culture of research, the Institution provides **seed money** to its faculty based on the **Research policy** guidelines of the college. These funds are granted based on the needs of faculty, for chemicals, references, testing and analyses as well as publication charges.
- Teachers also avail of funding for **research projects from other government/non-government sources** such as **the University of Mumbai** and **Priyadarshini Academy**. **15 teachers** undertook research projects under the BCUD grant from the University of Mumbai and **23 teachers** availed of

funding for their research from Priyadarshini Academy, an NGO.

- The college encourages teachers to apply for **recognition as research guides**. **8** teachers are recognized by the University of Mumbai and have **successfully guided** doctoral students enrolled under them.
- The faculty has published **60 research publications in UGC-CARE listed journals**. **33** of these were **SCOPUS indexed publications** and **1** was in the **Web of Science**.
- The **Research Methodology** course in Doctoral, Post-graduate and a few under-graduate programs have a component of **Research Ethics** in curriculum.
- The college also enforces research ethics through policy guidelines, use of **plagiarism software**, such efforts being driven by the **Ethics Committee**.
- There is a **Research Advisory Committee** with external peer experts on panel.
- **Consultancy projects** are also undertaken at the Central Instrumentation Facility, although on a small scale.
- There are **collaborative ventures, linkages and MOUs** with reputed institutes and organisations for **research, training, internship which results in exchange of knowledge**.
- Incubatees and Start-ups are promoted through an **ecosystem of innovation, and awareness of IPR**.
- The College has an active **NSS Unit** that has been committed to social outreach activities. Such **activities are also undertaken by the NCC unit, department cells and societies in partnership with Red Cross Society, Municipal Corporation, Rotaract and NGOs**.
- Our efforts have been commended by **VCan Foundation, Voice Vision, Nair Hospital, and the District Election Officer, Election Commission of India**.

## Infrastructure and Learning Resources

The College acknowledges the pivotal role of **infrastructure** in upholding the academic standards of an educational institution and has therefore always invested thoughtfully and judiciously in the augmentation and maintenance of its infrastructure facilities, physical and academic.

- In the past five years, a significant investment has been made on augmentation of physical facilities, such as major **repairs especially of the existing buildings, purchase of high-end instruments for research at the Central Instrumentation Facility, setting up of the Media Lab, IT infrastructural requirements, Laptops, i-pads and desktop computers, related licences for software, Interactive projectors**, amongst others. **Maintenance of existing physical and academic facilities like CCTV cameras required for security, Air Conditioners, Laboratory Equipment, LCD Projectors, white boards** are a few examples of areas which required maintenance.
- To ensure a well-equipped and automated Library, investments were required. **SLIM Software for Library Automation, N-List Subscription to e-resources, reference books** were purchased.
- Subscriptions for **OPAC, digital online library catalogue and e-Services** such as e-magazines, e-journals and e-books in the library were renewed.
- The **footfall** in the library is healthy in all sections - reference section, circulation section and e-library.
- The **Nippon Foundation** also donated a collection of 'Books for Understanding Japan' to our Library through the Japan Science Society in 2021.
- A well-equipped **Media Lab, Multipurpose room, Audio-Visual Room, Incubator and Accelerator Centre, a fully renovated Auditorium**, are a few examples of the many facilities at Jai Hind College.
- The newly-purchased **Lecture Capturing system and the Media Lab** have helped faculty in developing e-content.

- The **student-computer ratio is appreciable**. The number has been enhanced in the last two years keeping in mind the increase in student enrolment.
- The **IT facilities are updated** on a regular basis based on the recommendations of the **IT committee**.

## Student Support and Progression

Students are main stakeholders of the college and they bring us pride with their meritorious displays in academics and extra-curricular activities.

- To promote their growth, students are offered **fellowships/scholarships/free-ship** from various **government, non-government, industrial house and philanthropists** each year. There is a **policy for disbursement** and students are apprised through notices and also by the Student Council representatives.
- There is an active **Student Council**, and is represented in almost all statutory bodies. They play a dynamic role in promotional activities on- and beyond- campus such as spreading voting awareness, environment consciousness, orientation, induction, graduation, annual day.
- **Capacity Building** is essential for the holistic growth of students, and several courses on language and communication, soft skills, life skills and awareness of trends in technology have been organised both online and offline on varied topics such as **yoga, mental health, cybersecurity measures, team-building**, etc.
- Students **pursue higher studies in both national and international institutions** following graduation, across all streams. Many students (>1%) **clear competitive/entrance exams for entry into jobs/higher studies**.
- Students have won accolades in various **Sports and Cultural activities at the University, Regional and National level**. In-house sports, cultural and academic fests organised in this direction motivate and inspire the students to partake beyond the campus. **Cultural activities such as SHOUTT, DETOUR, TALAASH, ENTOURAGE, Sports activities like MONSOON MARATHON, SPORT-O-MANIA, Tech fests such as CYBERSTRIKE and Academic fests such as IRIS, GENACES, ARTHANOMICS** are extremely popular in-house fests.
- **Grievance Redressal Committees** are constituted as **per UGC norms**. The **ICC** looks into cases of **Ragging and Sexual Harassment** and other grievances of general nature. The mechanism of grievance redressal is digitised with a **QR code for uploading apart from submission facility offline**. **The process is user-friendly** and issues are resolved in the shortest possible time-frame. Conduct of rigorous **awareness programs during orientation and induction, as well as campaigns by the Student Council** have spread the strict consequences of such issues thereby limiting the number of cases to a minimum.
- **Alumni participate actively towards the growth of the college in numerous ways**.

## Governance, Leadership and Management

The institute follows its **Motto “I WLL & I Can”** in the execution of its **Perspective Plan, designed** in alignment with its Vision and Mission statement.

- The college believes in the principles of democracy which reflects in its **decentralized structure**, empowering the administrative set-up comprising of Principal, Vice-Principals, Academic Heads, Controller of Examination/Department heads/co-ordinators

- **Distributive leadership** helps in effective deployment of the Perspective Plan through various Statutory committees which is amended on periodic evaluation after feedback from stakeholders.
- The institute has **implemented NEP for all first years of undergraduate / postgraduate programs from academic year 2023-24**. The **multi- and interdisciplinary nature of NEP** is brought forth in the selection of General (Open) Electives by the student from across streams.
- Various workshops/seminars were conducted by the college to familiarize faculty with the **Learning-Outcome-Curricular Framework, and the CBCS system, Implementation of Autonomy etc.**
- Various **policies on Research, Ethics, Code of Conduct, Maintenance, IT, etc are framed** in consultation with the IQAC.
- IQAC oversees the **promotion of faculty under CAS** as per the University guidelines.
- **e-Governance** in Administration, Complaint registration, Finance and Accounts matters, Admission, Student support has been implemented successfully.
- **Welfare measures** for both teaching and non-teaching staff such as group insurance, medical check-up camps and testing, fee-concession for wards, training programs are enforced as good administrative measures.
- Teachers are also encouraged to attend **Faculty Development programs** for academic and career growth.
- There are **detailed strategies to mobilise funds** from various sources for educational need of the institute.
- All financial and accounting matters are audited both by internal (**biannual and annual audits**) and presented at the Finance Committee for approval.
- Prominent Quality Initiatives implemented by IQAC post-accreditation are: **Digital Empowerment of Faculty, Digitisation of examination system, Industry-aligned Programs.**
- Other quality measures include Academic and **Administrative Audit, Participation in NIRF and ARIIA rankings**, orientation of faculty and students.

The success of these measures has been reflected in the grant of “**Empowered Autonomous Status**” to the institute.

### **Institutional Values and Best Practices**

Jai Hind College envisions the creation of **future global leaders** with **gender sensitivity, ecological awareness and a holistic value system.**

- The College encourages students irrespective of gender to **participate and spread awareness on gender equity through various seminars/workshops.**
- The College provides students a **safe and secure environment** both **academically** (through the **Women’s Development Cell**) as well as **emotionally** (with **Wellness Cell**).
- **Alternate sources of Renewable Energy** help in energy conservation such as – installation of solar panels, wheeling to the grid, sensor-based lighting in common passage areas, replacement of CFL bulbs with LED lighting.
- **Waste management processes** are in place – Bio-composting, e-waste management and recycling, water recycling, disposal of hazardous chemicals in chemical and biological laboratories.
- **Water conservation measures** such as rainwater harvesting, tanks for water storage, efficient water distribution system help in green initiatives.
- **Other green initiatives on campus** include restricted entry of automobiles, encouragement to use public transport, promotion of awareness to create a plastic-free campus, landscaping through tree



plantations and vertical gardens.

- **Annual Quality audits** on Environment and Energy, help understand the areas of lacunae.
- **Certificates of recognition** from Maharashtra Pollution control Board and other recognised bodies provide encouragement.
- Students are imbued with **civic values, constitutional obligations, tolerance and sensitization towards all communities** through various activities organised throughout the year by all departments and societies.
- The college adopts **measures for providing support to the differently abled** by providing ramps at strategic places, lifts, chair-lift, washroom for Divyangjan and writers if required during examination.
- There is a **Code of Conduct** for student, faculty and staff which is displayed on the website and promoted during orientation session at the beginning of an academic session and during induction programs at department level.
- The **best practices of the institution** which has seen tangible growth, incrementally: 'Green Initiatives' and 'Experiential learning through Internships'.
- What **distinguishes the College** is its **Entrepreneurial Spirit**. Establishment of the **Incubator and Accelerator Centre** supports and mentors various student-led start-ups and early-career entrepreneurs.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	Jai Hind College Basantsing Institute of Science J. T. Lalvani College of Commerce and Sheila Gopal Raheja College of Management (Empowered Autonomous)
Address	Jai Hind College, 23-24 Backbay Reclamation, A-Road, Churchgate, Mumbai-400020
City	Mumbai
State	Maharashtra
Pin	400020
Website	<a href="http://www.jaihindcollege.com">www.jaihindcollege.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dr. Vijay V. Dabholkar	022-22041095	9820612400	022-22886483	contactus@jaihindcollege.edu.in
IQAC / CIQA coordinator	Sreela Dasgupta	022-22040256	9869532727	022-22886483	sreela.dasgupta@jaihindcollege.edu.in

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">Minority Certificate with translation compressed.pdf</a>
If Yes, Specify minority status	
Religious	No
Linguistic	Sindhi
Any Other	No

<b>Establishment Details</b>	
Date of Establishment, Prior to the Grant of 'Autonomy'	20-06-1948
Date of grant of 'Autonomy' to the College by UGC	28-03-2018

<b>University to which the college is affiliated</b>		
State	University name	Document
Maharashtra	University of Mumbai	<a href="#">View Document</a>

<b>Details of UGC recognition</b>		
Under Section	Date	View Document
2f of UGC	05-07-2018	<a href="#">View Document</a>
12B of UGC	05-07-2018	<a href="#">View Document</a>

<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Jai Hind College, 23-24 Backbay Reclamation, A-Road, Churchgate, Mumbai-400020	Urban	1.076	15212.3

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,English,	36	XII	English	40	35
UG	BA,Economics,	36	XII	English	60	45
UG	BA,History,	36	XII	English	30	15
UG	BA,Psychology,	36	XII	English	70	60
UG	BA,Political Science,	36	XII	English	44	21
UG	BA,Philosophy,	36	XII	English	44	22
UG	BA (Journalism),Advertising And Journalism,	36	XII	English	144	133
UG	BCom,Accounting	36	XII	English	288	250

	ntancy,					
UG	BMS,Management Studies,	36	XII	English	144	141
UG	BCom,Business Management,	36	XII	English	288	228
UG	BCom,Banking And Insurance,	36	XII	English	72	66
UG	BCom,Accounting And Finance,	36	XII	English	72	72
UG	BCom,Financial Markets,	36	XII	English	72	71
UG	BBA,Business Administration,	36	XII	English	72	70
UG	BVoc,Software Development ,	36	XII	English	60	44
UG	BVoc,Travel Tourism Management,	36	XII	English	60	55
UG	BSc,Microbiology,	36	XII	English	35	28
UG	BSc,Biotechnology,	36	XII	English	42	42
UG	BSc,Information Technology,	36	XII	English	72	42
UG	BSc,Life Sciences,	36	XII	English	35	25
UG	BSc,Botany,	36	XII	English	50	23
UG	BSc,Physics,	36	XII	English	35	22
UG	BSc,Mathematics,	36	XII	English	35	17

UG	BSc,Chemistry,	36	XII	English	98	45
PG	MCom,Accountancy,Advanced Accountancy	24	Graduation	English	72	34
PG	MSc,Chemistry,Organic Chemistry	24	Graduation	English	12	11
PG	MSc,Chemistry,Inorganic Chemistry	24	Graduation	English	5	2
PG	MSc,Chemistry,Physical Chemistry	24	Graduation	English	5	1
PG	MSc,Big Data Analytics,	24	Graduation	English	36	32
Doctoral (Ph.D)	PhD or DPhil,Botany ,	60	Post graduation	English	2	2

### Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				12				46			
Recruited	1	0	0	1	4	8	0	12	6	20	0	26
Yet to Recruit	0				0				20			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				54			
Recruited	0	0	0	0	0	0	0	0	11	43	0	54
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				80
Recruited	52	8	0	60
Yet to Recruit				20
Sanctioned by the Management/Society or Other Authorized Bodies				53
Recruited	33	20	0	53
Yet to Recruit				0

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

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	3	7	0	6	21	0	38
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	1	1	0	11	40	0	53
UG	0	0	0	0	0	0	0	0	0	0

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



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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
		29	38	0	

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	1247	487	0	1	1735
	Female	1797	537	2	0	2336
	Others	0	0	0	0	0
PG	Male	65	9	0	0	74
	Female	80	2	0	0	82
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	2	0	0	0	2
	Others	0	0	0	0	0

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	53	46	25	23
	Female	53	46	29	28
	Others	0	0	0	0
ST	Male	9	5	4	2
	Female	3	3	0	3
	Others	0	0	0	0
OBC	Male	54	48	22	39
	Female	88	74	34	36
	Others	0	0	0	0
General	Male	1387	1176	1342	1551
	Female	1663	1644	1766	1822
	Others	0	0	0	0
Others	Male	328	524	532	371
	Female	587	724	741	599
	Others	0	0	0	0
Total		4225	4290	4495	4474

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

<b>Department Name</b>	<b>Upload Report</b>
Accountancy	<a href="#">View Document</a>
Accounting And Finance	<a href="#">View Document</a>
Advertising And Journalism	<a href="#">View Document</a>
Banking And Insurance	<a href="#">View Document</a>
Big Data Analytics	<a href="#">View Document</a>
Biotechnology	<a href="#">View Document</a>
Botany	<a href="#">View Document</a>
Business Administration	<a href="#">View Document</a>
Business Management	<a href="#">View Document</a>
Chemistry	<a href="#">View Document</a>
Economics	<a href="#">View Document</a>
English	<a href="#">View Document</a>
Financial Markets	<a href="#">View Document</a>
History	<a href="#">View Document</a>
Information Technology	<a href="#">View Document</a>
Life Sciences	<a href="#">View Document</a>
Management Studies	<a href="#">View Document</a>
Mathematics	<a href="#">View Document</a>
Microbiology	<a href="#">View Document</a>
Philosophy	<a href="#">View Document</a>
Physics	<a href="#">View Document</a>
Political Science	<a href="#">View Document</a>
Psychology	<a href="#">View Document</a>
Software Development	<a href="#">View Document</a>
Travel Tourism Management	<a href="#">View Document</a>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	With a visionary approach aligned with NEP 2020,
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Jai Hind College is undergoing a transformative journey. In consonance with the NEP, the institution is converging Discipline Core, Open Electives, Vocational Courses, Skill-Based Programs, and Co-curricular activities under one umbrella. This shift aims to transition from distinct program types to a more inclusive model, providing students with a diverse range of subject choices across various streams especially in case of Open or Generic Electives. Certificate and value-added courses are also designed with a multidisciplinary approach such as “Entrepreneurial Skills”, “Financial Planning”, or “Statistical Analysis”. Interdisciplinary courses are mostly seen in the design of research projects between Chemical and Biological Sciences, or field surveys in case of Social Sciences and Humanities. Interdisciplinary certificate courses such as “Biophysics” “Forensic Science” and “International Relations” have achieved success through careful selection of innovative curricula. This indicates a broader approach to education that surpasses a compartmentalized traditional view of academic disciplines, providing students with a well-rounded and holistic knowledge. Jai Hind College has been at the forefront of educational innovation, by initiating and sustaining several forward-thinking measures even prior to gaining autonomy and the introduction of NEP 2020 by way of offering vocational courses like “Software Development” and “Travel and Tourism Management” which offer a range of courses from diverse disciplines of Humanities, Commerce, Science, Maths, Management, Computing Skills, Digital Media, and Entrepreneurship. Such multidisciplinary curricula emphasize critical learning with perspectives from different disciplines, fostering a holistic view to remove biases and lopsidedness. The institution actively promotes a flexible course structure that embraces a broad range of disciplines, enabling students to tailor their academic journey based on personal interests and career aspirations.

2. Academic bank of credits (ABC):

Students are required to fill the ABC ID in their Online Admission form. All students admitted in the UG programs of the institution are addressed in the Orientation Session by the Principal where they are given a clear understanding of the concept and significance of the Academic Bank of Credits.

Controller of Examination explains the process of creation of ABC ID, in detail. It is emphasized that enrollment for the same is mandatory. All students have to create an ABC login ID failing which the processing of their results at the end of the term will be withheld. The students are made aware that the mobile number registered with the ABC ID has to be of the student and also the one that is linked to his/her Aadhar card as all communication related to their academic performance would take place on that number. They are informed that the credits earned by them will reflect in the student ABC Account, and stored digitally. Hence, all grade cards of the student will be available in the Digi locker. Through periodic notifications, follow-ups and sessions with the Vice Principals, Head of Departments/Coordinators, the students are educated on the significance of the process. As the ABC ID is recognized by UGC, hence it streamlines authentication of credits for admissions/job applications. This ensures and facilitates learning at one's own pace as is the underlying principle of NEP-2020 of multiple entries and exit. The details regarding ABC registration are given in detail, prominently on the college website's home page. To enable credit transfer, the detailed credit framework of all UG and PG programs, under NEP, is displayed on the website for public disclosure. Students wishing to pursue academics in other institutions are provided transcripts which specify the number of contact hours and credits earned. This simplifies the process of verification of academic records and ensures smooth transition between institutions. Curricula as per the Credit framework under NEP 2020 is designed by the faculty which includes pedagogical techniques as per the requirement of the course content. The faculty designs the content in consultation with peer academicians and study of similar programs in other eminent institutions.

3. Skill development:

The vocational programs on Software Development and Travel and Tourism Management of the institution are aligned with Skill Sectors to propel NSQF parameters spanning Levels 4 to 7. Two other industry aligned courses have been newly introduced to promote job-related skills. NEP 2020 highlights the necessity of designing a curriculum in alignment with industry requirements and promotes this through

incorporation of Vocational Skills Courses which are either NSQF aligned or developed in consultation with industry experts. Some of the Vocational Skill Courses offered are Museum Studies, Indian Art and Aesthetics, Reporting and Journalism, Laboratory Management. The institution has focused on aligning with the NSDC and NASSCOM for its vocational programs in terms of syllabus and curriculum. The NSDC approved assessment agencies certify the skills of students required for a Qualification Pack level, which defines the job roles in a given industry. In alignment with the vision of NEP 2020 of Atmanirbhar Bharat, and as part of the autonomy goals, short courses on skill development /workshops are offered through online mode on Digital Marketing, Content and Creative Writing, Research Skills, Life Skills, Soft Skills, Entrepreneurship Skills to enable students to meet diverse market requirements. The institution took the initiative to apprise the faculty of skill enhancement courses emphasizing entrepreneurial, industry-related hands-on, critical thinking skills, soft skills and research skills which were operationalized effectively under Additional Academic Activities. These kinds of courses therefore existed prior to the implementation of NEP 2020. Taught by industry experts and faculty proficient in the skills, these courses were open to all students of all streams. Under NEP 2020, they were added as Skills Enhancement courses within the curricular framework.

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

The Indian Knowledge system is incorporated into the curriculum through a course on “Indian Knowledge Traditions” which educates on the rich cultural diversity of India, its language diversity and a deep-rooted tradition of cultural perspectives based on regional, lingual and ethnic values. Students are also encouraged to enroll for such courses on the online SWAYAM portal. Awareness of our art and culture is also promoted through our Co- Curricular (CC) courses on Music and Dance in partnership with e.g. SPIC MACAY. Such efforts were also visible prior to the implementation of NEP 2020, whereby value-added courses on Art and Appreciation, certificate courses on Indian Cultural Heritage, Level I and II were conducted. Online webinars on ‘INCREDIBLE INDIA’ were also promoted amongst staff and students. Class-room delivery is

	<p>mostly in English, however other languages are used to explain concepts especially during mentoring sessions. Students enrolled in all programs across the college are required to do a 2-credit course on Indian Knowledge Systems' and a 4-credit course on CC both of which create an awareness of Indian Cultural Traditions and Heritage.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>All programs are designed according to the Learning Outcome-Based Curriculum Framework (LOCF) established by UGC and promoted under NEP 2020. The Graduate attributes of each program are clearly defined by the institute. Programs are designed to ensure the achievement of objectives related to knowledge, understanding, skills, attitudes, and values. Both undergraduate and postgraduate attributes are precisely outlined, with program learning outcomes aligned with these graduate attributes, and courses developed accordingly. Course outcomes are formulated based on Bloom's Taxonomy and learning levels. These are then mapped to program outcomes. The attainment of these outcomes is evaluated by assigning appropriate weightage and setting standards. Question papers and evaluation methods are designed to reflect course outcomes. The mapping and assessment of Program Outcomes (POs), and Course Outcomes (COs) are explained to faculty through conduct of workshops on OBE. Faculty are also encouraged to attend FDPs on the same. Curriculum revisions are therefore facilitated from such mapping and attainment reports. Learning Objectives – Learning outcomes, attainment scores, and PO-CO Grid mapping of all programs and courses are available on the institutional website and communicated to students.</p>
<p>6. Distance education/online education:</p>	<p>The integration of ICT in education has significantly transformed teaching, learning, and assessment activities. Blended and Flipped learning approaches that combine ICT-enabled activities with traditional classroom instructions are gaining momentum and are accepted with enthusiasm by the student community of the college. Online certificate programs through platforms such as NPTEL and SWAYAM are encouraged across all programs and our college is a Local Chapter in this regard. The institute has a state-of-the-art Media Lab and a Lecture Recording System to support the student community by way of learning beyond the classroom</p>

from e-contents developed by teachers for various course modules. You-tube videos made by faculty are also uploaded to benefit the student fraternity. A number of Certificate programs are also conducted online, especially for such resource persons who are unable to be present physically. Such initiatives facilitate sharing of knowledge expertise, upholding the standards of academic excellence set by the college.

### **Institutional Initiatives for Electoral Literacy**

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral literacy is fundamental for democratic engagement, and Jai Hind College, Autonomous, Mumbai has taken significant strides to foster this amongst all its students through the establishment of the Electoral Literacy Club (ELC). Supported by both a student coordinator and coordinating faculty members, the ELC functions as a dynamic body organizing events and collaborating with government electoral authorities to ensure a seamless operation and a robust electoral program geared towards upholding the democratic structure of the nation, not only to get citizens to register as voters but also to motivate and encourage them to exercise their fundamental right to vote.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The Electoral Literacy Club constitutes of faculty and student members of the college. The members are selected by the Principal so as to reflect the diversity, interests and demographics of the entire student community of the college. The Club includes members from different age groups, gender, and socioeconomic status to ensure that multiple perspectives are considered. Inclusion of both faculty and students ensures that the body has expertise and insight from a range of fields. Four senior faculty act as teacher coordinators from different streams of the college, of differing age, gender, and background. The student body has a structured composition, comprising a Secretary, Deputy Secretary and a core committee of four dedicated members. All student committee members are carefully selected from amongst the Student Council body. The Electoral Literacy Club, overseen by a student coordinator and faculty members, has been established to educate</p>



	students about the importance of voting and ensure a smooth electoral process.
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The ELC has launched several innovative programs and initiatives, including volunteer efforts during elections, voter registration drives, and voter awareness campaigns targeting both students and the wider community. Members of the ELC have played a pivotal role in assisting district election administration in the smooth conduct of polls and promoting ethical voting practices through various programs emphasizing informed and conscientious voting choices. These efforts have been undertaken with a special focus on the upcoming Lok Sabha Elections 2024 and the Maharashtra State Legislative Assembly Elections 2024. Participation from all sections of the society (including under-privileged sector, senior citizens) is encouraged through awareness drives. Social media campaigns promoted ethical voting and increased participation among underprivileged sections of society.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The ELC has undertaken several socially relevant projects such as conducting surveys to gauge student awareness and engagement in electoral processes, organizing awareness drives, and producing informative materials to disseminate electoral information widely. Collaborative efforts between Jai Hind College authorities and students have ensured a structured approach to all such activities, resulting in a significant percentage of eligible students being enrolled as voters in the electoral rolls. Additionally, Jai Hind College students have played a pivotal role in spreading awareness about the importance of elections, with volunteer students and faculty members contributing significantly to the success of these initiatives. Volunteers contributed to election success by assisting with administrative tasks, coordinating queues, and guiding voters throughout the electoral process.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The ELC conducted several institutional drives to establish a mechanism whereby majority of students who are above 18 years of age or will shortly be so, are educated about their democratic rights. They were encouraged to participate as responsible citizens in various initiatives, including surveys and awareness drives so as to enhance their knowledge and empower them to engage in the voter registration and voting</p>

process. Registration campaigns on campus attracted numerous students eager to contribute to democracy by registering as voters. Overall, Jai Hind College, Autonomous, Mumbai has played its role in this process by creating awareness among its students and other citizens of society and proudly performing its responsibilities as a college partner of the Election Commission of India. Such and many other initiatives have successfully contributed towards a near 100% enrollment of all students above 18 years of age on the electoral roll.

# Extended Profile

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## 1 Students

### 1.1

#### Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4272	4345	4424	4210	4051
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

### 1.2

#### Number of final year outgoing students year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1328	1380	1309	1226	1166
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

## 2 Teachers

### 2.1

#### Number of full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
87	84	85	76	70
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format		<a href="#">View Document</a>		
Certified list of full time teachers		<a href="#">View Document</a>		

## 2.2

**Total number of full time teachers worked/working in the institution (without repeat count) during last five years:**

**Response: 97**

File Description	Document
Provide Links for any other relevant document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 3 Institution

### 3.1

**Total expenditure excluding salary year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
171.26	100.59	77.11	103.36	87.94
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Other Upload Files				
1		<a href="#">View Document</a>		

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curriculum Design and Development

##### 1.1.1

**Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution**

**Response:**

#### **Creating a Globally Aligned Curriculum: Practical Measures and Relevant Examples**

In crafting a curriculum that aligns with global, national, regional, and local needs, the college has undertaken a series of strategic measures, listed below, each supported by concrete examples:

##### **1. Industry Collaboration**

- **Example:** Partnerships with industry giants like TCS have birthed tailored **programs** such as the BBA and MSc in Big Data Analytics, directly addressing industry demands.
- In addition, there are also globally relevant **short-term certificate courses** partnered with reputed institutes such as Institute of Risk Management, Thomas Cook.

##### **2. Periodic Curriculum Review**

- **Example:** Regular feedback from all stakeholders helps incorporate real-world issues in curriculum revisions and ensures programs remain agile and responsive.

##### **3. Board of Studies Engagement**

- **Example:** A fusion of professional insights and academic acumen ensures stay abreast of global and regional trends wherein the feedback from stakeholders are discussed and appropriate action taken in curriculum design.

##### **4. Integration of Global Perspectives**

- **Example:** Case studies in courses like BMS, BBA, Business Management (Commerce), BAF, BBI, BFM, provide practical insights into global scenarios, fostering a holistic understanding of business dynamics.

##### **5. Technological Literacy Integration**

- **Example:** Modules on nanosciences and digital transformation within basic sciences and IT programs prepare students for the global technological landscape.

## 6. Local Community Engagement

- **Example:** Tailoring curriculum aspects based on local community needs ensures programs remain relevant and impactful within the region.

## 7. Language Proficiency Development

- **Example:** English language proficiency courses enhance students' global communication skills, vital for international engagements and opportunities.

## 8. Soft Skills Development

- **Example:** Capacity-building courses focusing on communication and adaptability equip students with essential skills for navigating diverse global environments.

## 9. Globally Relevant Modules in Business

- **Example:** Programs such as Economics and Business Administration integrate modules exploring trade policies and cross-cultural business practices, essential for global market entry.

## 10. Global Health Challenges Integration

- **Example:** Microbiology and Biotechnology programs delve into global health challenges, including pandemics, preparing students for roles in international healthcare systems.

## 11. Environmental Sustainability Courses

- **Example:** Chemistry, Botany, and Life Sciences programs offer courses on global environmental challenges and sustainable practices, emphasizing the interconnectedness of environmental issues.

## 12. Comparative Politics Modules

- **Example:** Courses under Political science analyze global political systems and ideologies, offering students insights into political dynamics across borders.

## 13. World History and Civilization Studies

- **Example:** Modules exploring world history and diverse cultural heritages enrich students' appreciation of global historical contexts.

## 14. Global Ethics and Social Justice Integration

- **Example:** Courses under Philosophy courses include modules on global ethics and social justice, encouraging students to engage with ethical considerations on a global scale.

## 15. Human Rights and International Law Education

- **Example:** Foundation courses delve into human rights issues and international law, equipping

students with knowledge of global legal frameworks and ethical standards.

Each of these measures, deeply integrated into the Programs Outcomes (PO) and Course Outcomes (CO), showcases the college's commitment to preparing students to thrive in a diverse and interconnected world, where understanding global perspectives is paramount for success.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.1.2

**The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements**

**Response:**

Autonomous status has empowered the college to design the course curricula of the programs offered such that they can focus on employability, entrepreneurship, and skill development by implementing various strategies tailored to meet the demands of the job market and foster a culture of innovation and self-reliance.

- 1. Industry-Relevant Curriculum:** Design programs that align with industry needs and trends through the expertise offered by the industry experts on the Board of Studies which aim to incorporate practical skills, technologies, and methodologies relevant to current and emerging fields.
- 2. Embedded Internships in course curricula:** Provide opportunities for students to gain hands-on experience through internships with industry partners. This allows students to apply theoretical knowledge in real-world settings and develop professional networks. This is especially enforced in vocational programs such as Software Development, Travel and Tourism Management, programs catering to global employability such as BMS, BBA, BAF, BFM, BBI, BMM as also in Science streams such as IT, Biological, Chemical and Physical Sciences
- 3. Entrepreneurship Education:** Offer several certificate/value-added courses, workshops on entrepreneurship, business planning, and startup management to students across streams, mentorship and support for aspiring entrepreneurs are provided through the e-Cell initiatives to develop their business ideas and ventures. Some of the start-ups developed under the mentorship of faculty have gained global status such as 'Green Soles'
- 4. Project-Based Learning:** Implement project-based learning initiatives based on research, field surveys across streams from Semester IV onwards have ensured that students work on real-world projects which foster problem-solving skills, creativity, and collaboration.
- 5. Skill Development Workshops:** Organize skill development workshops and training sessions focused on areas such as communication, leadership, critical thinking, and digital literacy. These soft skills are crucial for career advancement and entrepreneurship. They are mostly engaged by

experienced persona of the respective fields.

6. **Industry Guest Lectures and Workshops:** Key professionals from industry are invited as visiting faculty as well as to deliver guest lectures, conduct workshops, or participate in panel discussions. This exposes students to industry insights, trends, and best practices, enhancing their employability and entrepreneurial mindset. This is mostly emphasized in the programs designed specifically to cater to employability.
7. **Networking Events:** Organize networking events, career fairs, and alumni meet-ups where students can interact with potential employers, mentors, and fellow entrepreneurs. Networking is essential for discovering job opportunities and building professional connections.
8. **Incubation and Acceleration Programs:** A well-functional incubation centre exists which conducts accelerator programs within the college to support student startups. Provide access to mentorship, funding, and resources to help students turn their innovative ideas into viable businesses.
9. **Professional Development Services:** Workshops on career counselling, resume writing assistance, mock interviews, and job placement services to help students transition from college to the workforce successfully. These workshops organized on a regular basis provide guidance on job search strategies and career pathways.

Incorporation of these strategic measures has helped the college to enhance employability, foster entrepreneurship, and promote skill development among students, successfully preparing them for the job market and/or empowering to pursue entrepreneurial ventures.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

<p><b>1.2.1</b></p> <p><b>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</b></p> <p><b>Response: 55.31</b></p>
<p><b>1.2.1.1 Number of new courses introduced during the last five years:</b></p> <p>Response: 526</p>
<p><b>1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :</b></p> <p>Response: 951</p>



<b>File Description</b>	<b>Document</b>
Subsequent Academic Council meeting extracts endorsing the decision of BOS	<a href="#">View Document</a>
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

**Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum**

#### **Response:**

Integrating cross-cutting issues reflected in Sustainable Development Goals and NEP 2020, requires a thoughtful and comprehensive approach, a few of which are outlined below:

#### **Curriculum Mapping:**

The first step is curriculum mapping exercise involving faculty, peer academicians and Board of studies members. Example, in a management curriculum (Commerce, BMS, BBA), modules on finance/marketing were given suggestions to integrate discussions on ethical decision-making processes. Additionally, courses in Botany having topics on environmental science to include discussions on sustainability and the SDGs.

#### **Interdisciplinary Approach:**

Encouraging interdisciplinary collaboration among faculty members of the biological sciences, and Chemistry with Botany, led to a cross-faculty approach in research projects as well as internships examining topics such as study of applications of the plant extracts in diverse areas

#### **Stakeholder Engagement:**

Involving stakeholders like industry experts/community members both in Board of Studies, visiting faculty and also as guest lecturers in co-curricular workshops ensures that curriculum development reflects real-world needs as expected under NEP guidelines. For example, collaborating with local NGOs working on gender equality has helped awareness of possible ideas for the development of women's empowerment and leadership skills.

### **Incorporate Case Studies and Real-World Examples:**

Using case studies and examples from various contexts illustrate the practical relevance of cross-cutting issues. For instance, a case study on a company's adoption of sustainable practices helps highlight the ethical dilemmas faced by business leaders and the environmental impact of their decisions, applicable in BMS and BBA

### **Experiential Learning Opportunities:**

Providing experiential learning opportunities allow students to apply their knowledge in real-world settings. For example, students in a biology program (Botany/Life Sciences) participate in fieldwork to study local ecosystems and assess environmental sustainability, while also considering the social and economic implications of nearby communities. Such internship projects in relevant areas of study are also prevalent in Travel & Tourism Management, Software Development, BMS, BBA, BMM and many others which explore skills, vocational opportunities, as outlined in NEP

### **Embed SDGs and NEP Principles:**

Explicitly integrating SDGs and NEP principles into course objectives reinforces their importance in national and global development agendas. For example, inclusion of topics on COVID-19 pandemic, causes, effects and impact has helped align learning outcomes with SDG 3 (Good Health and Well-being) and incorporate discussions on health equity and social determinants of health as outlined in the NEP.

### **Faculty Development:**

Professional development opportunities for faculty members is encouraged to ensure they are equipped to effectively address a diverse learner set. For instance, workshops on inclusive teaching practices, pedagogical innovations incorporating technology has helped in understanding issues of advanced and slow learners

### **Student Engagement and Empowerment:**

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.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

**Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.**

**Response:** 137

<b>File Description</b>	<b>Document</b>
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 1.3.3

**Percentage of programmes that have components of field projects / research projects / internships during the last five years.**

**Response:** 90

**1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

**Response:** 27

**1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years**

**Response:** 30

<b>File Description</b>	<b>Document</b>
Sample Internship completion letter provided by host institutions	<a href="#">View Document</a>
Sample Evaluated project report/field work report submitted by the students	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Program and course contents having element of field projects / research projects / internships as approved by BOS	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 1.4 Feedback System

<p><b>1.4.1</b></p> <p><b>Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:</b></p> <p><b>Response:</b> A. Feedback collected, analysed, action taken &amp; communicated to the relevant bodies and feedback hosted on the institutional website</p>	
<b>File Description</b>	<b>Document</b>
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 83.5

##### 2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
1688	1630	1594	1688	1595

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1913	2082	2016	1921	1882

#### File Description

#### Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 2.1.2

##### Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

**Response:** 100

**2.1.2.1 Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
407	452	494	456	505

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

2022-23	2021-22	2020-21	2019-20	2018-19
407	452	494	456	505

<b>File Description</b>	<b>Document</b>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1

**The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student**

**Response:**

It is the duty of an institution to understand the variability that exists in the learning abilities of its

students even though they may belong to the same class. To cater to such differential learning needs, the institution has devised a mechanism to assess the learning levels, differentiate and categorize according to their specific needs and eventually devise a procedure to meet their requirements.

#### **Assessment of Learning Levels:**

- The Academic Heads prepare a schedule for conducting the Continuous Assessment at the beginning of the academic session, each year.
- Students are informed in advance about the schedule.
- 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, Moderate and Advanced Learners.
- The course coordinator prepares a schedule for remedial classes if required, specifying modules, methods of teaching, innovative techniques, activities, and assessment methods.
- 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.

#### **Mechanism for Slow Learners:**

- Slow learners require additional attention beyond class-hours
- This is provided through Remedial Lectures (Chemistry), "Golden Hour Concept" (BAF, BBI, BFM and Life Sciences), Bridge Courses (MSc BDA), Guest lectures on specific topics by several departments, and Mentoring sessions including "Peer Mentoring" wherein advanced learners mentor the slow learners.
- Other activities which are undertaken for Slow Learners: Role-play, Group Discussion (Case studies in BMS, Business Management (Commerce), Field visits (Political Science, Philosophy, BAF, BBI, BFM, MSc Chemistry, Physics, Life Sciences, Botany).

#### **Mechanism for Moderate Learners:**

- Additional co-curricular activities such as Certificate courses
- There are 51 certificate courses on varied topics ranging from Photography to Digital Marketing across all streams of Arts, Science and Commerce
- In addition, value added courses are also offered to the students (95) across all three streams

#### **Mechanism for Advanced Learners:**

- Advanced learners are provided with further opportunities to explore their potential.
- They are given the responsibility to play a key role in organization/participation of workshops, seminars, fests, research conventions, intercollegiate competitions.
- Provision to earn two additional non-mandatory credits from internships is also encouraged.

#### **Outcome:**

- Slow Learners are able to grasp the basic concepts of the subject, improving academic

performance.

- Mentor-mentee interactions create an awareness of their difficulties and help in working actively towards improvement.
- Training programs, Workshops, Debates, and Group Discussions better intrapersonal and interpersonal skills amongst Moderate and Advanced learners.
- Higher participation in research meets such as Avishakar.
- Advanced Learners achieve better scores, helping them to progress effectively towards higher studies or are offered good placement opportunities in renowned National and International firms of repute.

Implementation of such varied mechanisms ensures inclusivity and equity in education, enabling learners to access educational opportunities at par, promoting diversity in learning approaches. Additionally, it helps in reducing barriers to learning, building self-confidence and independence among differently abled students, preparing them for future employment and societal integration.

File Description	Document
Upload Any additional information	<a href="#">View Document</a>
Provide link for additional information	<a href="#">View Document</a>

### 2.2.2

#### Student - Full time teacher ratio (Data for the latest completed academic year)

**Response:** 49.1

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	<a href="#">View Document</a>
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

### 2.3.1

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process**



## **Response:**

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**

To facilitate learners to acquire knowledge by applying theoretical concepts in practical contexts

- Skill based courses - 51 skill-based certificate courses are offered which prioritize hands-on practice.
- Internships - A provision of 2-non-mandatory credits embedded in Autonomy ordinances Bottom of Form for all programs, besides the compulsory hours required for vocational.
- Industrial Visits - Industrial visits organised across streams: Vidhan Sabha, Vidhan Parishad, Asiatic Library, Museum (for Arts), Anchrom Laboratories, Bombay Hospital, Haffkine Research Institute, Khagol Mandal, TIFR, (for Science) and BSE, Retail Chains (for Commerce) and many more which provide first-hand exposure to real-world applications.
- Research - Under Autonomy, research is included from Semester IV onwards whereby literature reviews are undertaken followed by small-scale projects later. Workshops held on Research Article Writing.
- Publications - Students are provided opportunity to publish in in-house journals, having ISSN number 'Different Strokes', Journal of Psychology, do research presentations in research meets, e-Shodh.

**(2) Participatory learning** – To foster active engagement and collaborative interactions among participants

- Group discussion - Involving learners in activities: Discussion Club (Chemistry), Role plays (Commerce), Novel Room (English), Reading Room (Library) amongst others.
- Academic Fest – Most department organise: Case Study Cohort, Global e-Summit, Business Conclave (BMS, BBA), X-plore, Physex (Science Stream), Arthanomics (Economics), Psyc-Insight (Psychology) which permit sharing of perspectives.
- Intercollegiate events – Occurs through peer-interaction in events: Talaash, Shoutt, Entourage, Detour, Cyberstrike, Genaces
- Newsletters/Magazines - Learners reflect on experiences through content creation in department newsletters: Catalyst (Life Sciences), Zeka (Philosophy), Umloca (History), The Eclectic Express (BAMMC)

**(3) Problem-solving Methodologies** – Involves identifying problem, analyzing information, generating possible solutions.

- Case-Studies – Mainly in commerce stream: caselets (BMS, BBA, BCom.)
- Research Projects – Participation in Avishkar, Interdisciplinary research projects under DBT-STAR, Research Methodology course

### **(4) ICT tools**

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.

#### (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-Ed, are shared with students.

All of these play a vital role in modern pedagogy by providing personalized learning experiences, and digital literacy for 21st-century skills.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.2

#### **The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues**

##### **Response:**

Creating an effective mentor-mentee scheme in college is crucial for addressing both academic and psychological issues of students. Some of the measures adopted to effectively support students:

##### **Academic Issues of Students:**

### 1. Structured Mentorship Program:

- **Pairing:** Assignment of mentors based on academic disciplines or shared interests, to facilitate guidance.
- **Regular Meetings:** Regular one-on-one meetings between mentors and mentees to discuss academic progress, challenges, and goals.
- **Goal Setting:** Help mentees to set realistic academic goals and create action plans to achieve them.

### 2. Academic Support Workshops:

- **Study Skills:** Help students with effective study techniques, time management, note-making, exam preparation.
- **Subject-specific Support:** Provide tutoring or peer-assisted study sessions for challenging subjects.
- **Library and Resource Access:** Ensure mentees are aware of and utilize available academic resources such as libraries, online databases.

### 3. Monitoring and Feedback:

- **Progress Tracking:** Track mentees' academic progress and provide constructive feedback.
- **Early Intervention:** Identify struggling students early through academic performance data and intervene promptly with tailored support.

### 4. Encouraging Peer Learning:

- **Group Study Sessions:** Facilitate peer-to-peer learning groups where mentees can collaborate and learn from each other.
- **Student Forums:** Create forums or discussion groups where mentees can ask questions and share knowledge.

## Student Psychological Issues:

### 1. Training for Mentors:

- **Psychological First Aid:** Equip mentors with basic training on recognizing signs of psychological distress and providing initial support.
- **Referral System:** Refer mentees to in-house professional counsellors when needed.

### 2. Building Trust and Confidentiality:

- **Safe Space:** Ensure mentees feel comfortable discussing personal issues by maintaining confidentiality and fostering trust.
- **Non-judgmental Approach:** Train mentors (Wellness ambassadors) to listen actively, empathize, and offer support without judgment.

### 3. Promoting Mental Health Awareness:

- **Workshops and Seminars:** Organize sessions on stress management, coping strategies, mindfulness, and mental health awareness.
- **Campaigns:** Launch awareness campaigns to reduce stigma around seeking mental health support.

### 4. Collaboration with Counselling Services:

- **Access to Counsellors:** Facilitate easy access to professional counselling services on-campus or external providers.
- **Follow-up:** Ensure mentors follow up with mentees after counselling sessions to provide ongoing support and encouragement.

### 5. Community Building and Peer Support:

- **Peer Support Groups:** Establish peer support groups where mentees can share

experiences, offer advice, and provide emotional support to each other.

- **Social Activities:** Organize social events or activities to promote a sense of belonging and reduce feelings of isolation.

**Overall Benefits of an Effective Mentor-Mentee Scheme:**

- **Improved Academic Performance:** Mentees receive personalized academic guidance and support, leading to better learning outcomes.
- **Enhanced Psychological Well-being:** Addressing psychological issues promotes a healthy campus environment and supports students in managing stress and challenges effectively.
- **Retention and Graduation Rates:** Students who feel supported are more likely to persist and graduate from their programs.
- **Personal Growth and Development:** Mentees develop critical skills such as self-reflection, goal setting, and resilience through mentorship.

In conclusion, a well-designed mentor-mentee scheme not only addresses academic and psychological issues but also enhances the overall student experience by fostering a supportive and nurturing learning environment.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of Active mentors	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

**2.3.3**

***Preparation and adherence of Academic Calendar and Teaching plans by the institution***

**Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.**

**Response:**

Effective curriculum delivery ensures effective implementation of curriculum which is then assessed through appropriate evaluative measures. Two such significant measures in effective curriculum delivery involves the preparation of an academic calendar and a well-constructed teaching plan. Both these measures have been successfully adopted in the college. The key points involving each are outlined below:

**1. Preparation of Academic Calendar:**

- **Who prepares it:** The academic calendar is prepared at the end of an academic session and before the commencement of the next. The committee comprising the academic heads, vice-principals under the co-ordinator ship of the principal prepares the framework in consultation with the heads of departments, coordinators and other senior faculty

members. Inputs from student representatives of student Council are also taken.

- **How is it prepared:** It is prepared by analyzing factors such as the total duration of the academic year, holidays, examination schedules, and any specific events or activities pertinent to the institution.
- **Things kept in mind:** Considerations include national or regional holidays, religious observances, potential weather disruptions, and coordination with other academic institutions for collaborative events or conferences.

## **2. Important Areas Addressed by the Academic Calendar:**

- Ensuring coverage of the entire syllabus within the allocated timeframe of 90 teaching days in each semester.
- Balancing teaching periods with assessment schedules (exams, internships, projects).
- Allowing time for faculty development workshops, co-curricular activities, and student counsel such as orientation sessions.

## **3. Ensuring Adherence to the Academic Calendar:**

- Colleges enforce adherence through strict monitoring and coordination between departments.
- Regular review meetings with faculty and department heads to track progress.
- Communication of the calendar to students and stakeholders at the beginning of the academic year.

## **4. Role of Academic Calendar in Making Teaching Plans:**

- Provides a structured timeline for syllabus coverage, ensuring each topic is adequately addressed.
- Facilitates effective allocation of teaching resources and materials.
- Helps in setting realistic goals and expectations for both faculty and students.

## **5. Making Teaching Plans by Faculty:**

- Faculty members create detailed lesson plans based on the academic calendar.
- Plans include learning objectives, instructional strategies, assessment methods, and resources needed.
- Flexibility is provided to adjust plans within the framework of the academic calendar to accommodate student needs or unexpected disruptions.

## **6. Advantages of Planning Curriculum Delivery:**

- **Efficiency:** Maximizes the use of available time, reducing the likelihood of rushed teaching or incomplete syllabus coverage.
- **Quality Assurance:** Ensures consistent standards across courses and departments.
- **Student Engagement:** Allows for a more balanced approach to learning, incorporating varied teaching methods and assessment techniques.
- **Institutional Reputation:** Demonstrates organizational effectiveness and commitment to academic excellence.
- **Resource Optimization:** Helps in efficient allocation of faculty, infrastructure, and other resources.

In conclusion, planning curriculum delivery through an academic calendar has proved to be an effective strategy for the smooth functioning of teaching-learning activities in a structured manner, benefiting both faculty and students by providing clear objectives and timelines. Adherence to such a plan fosters a conducive learning environment.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

<p><b>2.4.1</b></p> <p><b>Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years</b></p> <p><b>Response: 93</b></p>											
<p><b>2.4.1.1 Number of sanctioned posts year wise during the last five years</b></p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>89</td> <td>91</td> <td>85</td> <td>84</td> <td>80</td> </tr> </tbody> </table>		2022-23	2021-22	2020-21	2019-20	2018-19	89	91	85	84	80
2022-23	2021-22	2020-21	2019-20	2018-19							
89	91	85	84	80							
File Description	Document										
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	<a href="#">View Document</a>										
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	<a href="#">View Document</a>										
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>										

<p><b>2.4.2</b></p> <p><b>Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years</b></p> <p><b>Response: 56.7</b></p>	
<p><b>2.4.2.1 Number of full time teachers with <i>Ph.D./D.Sc. / D.Litt./ L.L.D</i> during the last five years</b></p> <p>Response: 55</p>	

<b>File Description</b>	<b>Document</b>
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	<a href="#">View Document</a>
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.4.3

**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)**

**Response:** 13.38

**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

**Response:** 1164

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.4.4

**Percentage of full time teachers working in the institution throughout during the last five years**

**Response:** 101.43

**2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:**

**Response:** 71

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

**Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years**

**Response:** 18

**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
19	18	16	14	23

<b>File Description</b>	<b>Document</b>
Result Sheet with date of publication	<a href="#">View Document</a>
Policy document on Declaration of results (if any)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Exam timetable released by the Controller of Examination	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.5.2

**Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**

**Response:** 0.4

**2.5.2.1 Number of complaints/grievances about evaluation year wise during last five years**



2022-23	2021-22	2020-21	2019-20	2018-19
51	16	6	1	12

**2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
4272	4345	4424	4210	4051

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.5.3**

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

**Describe the examination reforms with reference to the following within a minimum of 500 words**

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

**Response:**

The digital transformation of the examination process at Jai Hind College **aimed to achieve several key objectives**, primarily driven by the need to adapt to challenges posed by the COVID-19 pandemic and thereafter, to enhance overall efficiency and effectiveness in examination procedures.

**1. Seamless Transition to Online Examinations:** The Online Flexible and Efficient Examination (OFFEE) platform was adopted from 2020-21, for conducting semester end and continuous assessments. This enabled a smooth shift from traditional in-person exams to a secure online environment. OFFEE, being browser-based and compatible across various devices, ensured accessibility to all students,

regardless of hardware limitations.

**2. Enhancing User Experience and Accessibility:** OFFEE's user-friendly interface made it accessible on desktops, laptops, tablets, mobile devices even with low configurations which ensured minimal technological barriers. Features like online proctoring through continuous snapshots and an automatic warning system, which maintained exam integrity and minimized instances of malpractice.

**3. Improving Efficiency in Assessment and Result Processing:** Adoption of advanced software for result processing streamlined evaluation and result declaration ensuring accuracy and speed in result declaration.

**4. Standardization and Quality Enhancement in Question Paper Design:** The uniform format of question papers across all programs, blending objective and subjective questions, aimed to provide a balanced assessment approach. Integration of Bloom's Taxonomy rubric within the question paper format facilitated assessment of question paper quality. Feedback from moderators and double-blind evaluators further contributed to maintaining quality checks.

**5. Facilitating Communication and Support:** To support students/faculty, FAQs were developed addressing common queries. A dedicated centralized email address was established for addressing grievances and queries related to exams, ensuring prompt responses and effective resolution of issues.

## **Benefits**

**1. Accuracy and Security:** Implementation of digital processes enhanced accuracy of assessment and result processing, minimizing human errors. Robust online proctoring mechanisms ensured security, integrity and credibility of the examination system.

**2. Streamlined Processes and Reduced Turnaround Time:** By integrating IT into every step of the examination management system (EMS), administrative processes were streamlined, reducing the turnaround time for various exam-related tasks including payment of supplementary examination fees through optimization of resource utilization.

**3. Environmental Impact:** A significant benefit of digital transformation was the reduction in carbon footprint. By minimizing the need for physical infrastructure associated with traditional examination processes, the college contributed to environmental sustainability.

**4. Enhanced Student and Faculty Experience:** The user-centric design of OFFEE and proactive support mechanisms such as mock tests and centralized communication channels improved the overall experience of students. Familiarization with online platform through mock tests alleviated anxiety.

**5. Adaptation to Hybrid Models:** Flexibility of the digital platform allowed adoption to hybrid examination models, blending offline and online components as per the evolving situation. This ensured continuity in assessment practices while accommodating varying preferences of stakeholders.

In conclusion, the IT reforms implemented have not only modernized the examination process but also significantly improved the efficiency, security, and accessibility. By leveraging technology, the college has successfully navigated challenges posed by the pandemic while laying a foundation for quality education and continuous improvement in academic delivery.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

**The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution**

**Response:**

**Determine Student Performance:**

- **Alignment with Learning Outcomes:**
  - 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:**
  - Graduate attributes are identified traits or skills that students should develop at the end of program.
  - These attributes are embedded in the syllabus through specific course content, activities, and assessments.
  - Faculty ensure that teaching methods and resources reflect development of these attributes.
- **Accessibility:**
  - 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.

**Incorporation in Assessment Process:**

- **Assessment Design:**
  - Assessments (exams, projects, assignments, continuous assessments) are designed to 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 and Improvement:**
  - 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.
- **Documentation and Reporting:**
  - Assessment results are documented systematically.
  - Reports are generated to track attainment levels of learning outcomes and graduate attributes.
  - Aggregate data is used for accreditation purposes and institutional improvement efforts.

### **Calculating the Attainment Factor:**

- **Data Collection:**
  - 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.
- **Quantitative Analysis:**
  - Attainment of learning outcomes and graduate attributes is quantitatively measured using predefined metrics.
  - Data is analyzed to determine the percentage of students achieving each outcome and attribute.
- **Continuous Monitoring:**
  - Attainment data is monitored over time to identify trends and patterns.
  - Adjustments to teaching methods or assessment strategies made based on this analysis.

### **Benefits:**

- **Enhanced Transparency and Accountability:**
  - Students, faculty, and stakeholders have a clear understanding of what is expected to be achieved.
  - Assessment data provides evidence of institutional effectiveness and accountability.
- **Continuous Improvement:**
  - Regular review of assessment results facilitates continuous improvement of curriculum and teaching practices.
  - It ensures alignment with current educational standards and industry needs.
- **Quality Assurance and Accreditation:**
  - Demonstrating attainment of learning outcomes and graduate attributes supports accreditation processes.
  - It validates the quality and relevance of the educational programs offered by the institution.
- **Student Development:**
  - Integration of outcomes and attributes into assessment practices enhances student learning and development.
  - Students are better prepared for their careers or further academic pursuits.

In summary, 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.

<b>File Description</b>	<b>Document</b>
Upload POs and COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

## 2.6.2

**Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)**

**Response:** 92.55

**2.6.2.1 Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

Response: 1229

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	<a href="#">View Document</a>
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.69**

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1

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

**Response:**

Institutions bear the crucial responsibility of fostering research by offering state-of-the-art facilities that empower faculty to explore new frontiers of knowledge. By providing **robust resources** and **supportive environments**, institutions cultivate a fertile ground for innovation and scholarly achievement.

- **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. These facilities provide researchers the impetus to design projects in accordance with the tools available to conduct quality analysis, thereby promoting a culture of research.

- **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), and also scholarships/fellowships from non-government bodies (KPMG, Priyadarshini, Pevibai Motiram Shahani Trust) that encourage both faculty and students to pursue research projects in areas of interest. By offering a variety of options for financial support, the institution lowers the barriers for aspiring researchers, allowing them to focus on their work without the constant worry of securing funding.

- **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. Besides Code of Ethics, there is also a well-defined Research Policy and a Plagiarism Policy. Research Methodology and Research Ethics also form a part of the curriculum across streams to provide training to navigate ethical dilemmas. Such measures ensure credibility and reliability of the research outcomes.

- **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 foster exchange of knowledge, ideas and facilities leading to innovative solutions and holistic understanding of research queries.

- **Workshops and Training Sessions**

Regular workshops and training sessions are organized to keep researchers updated on the latest methodologies and best practices in their respective fields. These training opportunities ensure that researchers are equipped with current knowledge and skills, which enhances the quality and relevance of their work. The College invites expertise from premier institutes like ICT, CEBS, LCGC, Toshvin Analytical Pvt Ltd

- **Outcome**

The researchers are recognized for their contributions through successful publications in indexed journals, patents, and presentations at national and international research conventions. Participation and recognition at prestigious research platforms like Avishkar also provide encouragement and inspiration to others. Younger faculty are motivated to pursue doctoral work for which due consideration is provided by the college administration in terms of requirement of presence in college for a reduced period of time. Through such continuous efforts, the institution has seen a slow but steady progress towards building a robust research ecosystem.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

### 3.1.2

**The institution provides seed money to its teachers for research**

**Response:** 0

**3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0



<b>File Description</b>	<b>Document</b>
Sanction letters of seed money to the teachers is mandatory	<a href="#">View Document</a>
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.1.3

**Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years**

**Response:** 23.71

**3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

Response: 23

<b>File Description</b>	<b>Document</b>
List of teachers who have received the awards along with nature of award, the awarding agency etc.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the award letters of the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 3.2 Resource Mobilization for Research

### 3.2.1

**Total Grants research funding received by the institution and its faculties through Government**

**and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)**

**Response:** 4.00

<b>File Description</b>	<b>Document</b>
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	<a href="#">View Document</a>
Institutional data in the prescribed format (data template is merged with 3.2.2)	<a href="#">View Document</a>
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.2.2

**Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years**

**Response:** 0.24

**3.2.2.1 Number of research projects funded by government and non-government agencies during the last five years.**

Response: 23

<b>File Description</b>	<b>Document</b>
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.1)	<a href="#">View Document</a>
Copies of the grant award letters for research projects sponsored by government agencies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.2.3

**Percentage of teachers recognised as research guides as in the latest completed academic year**

**Response:** 5.75

**3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:**

Response: 5

<b>File Description</b>	<b>Document</b>
Upload copies of the letter of the university recognizing faculty as research guides	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	<a href="#">View Document</a>

### **3.3 Innovation Ecosystem**

#### **3.3.1**

**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

**Response:**

In recognition of its efforts towards providing the right platforms to foster Entrepreneurship and Innovation, Jai Hind College Autonomous has been **recognised as a ‘Skill Hub Centre’** through the digital launch of **‘Incubator and Accelerator Centre’ (IAC)** on **February 3, 2019** by our Honourable Prime Minister.

Funds earmarked from the **RUSA 2.0 grant of 2018**, has helped in setting up a co-working space for incubated startups. **More than 50 mentoring sessions** have been conducted by industry experts. The **Pre-Incubation Program in collaboration with Wadhvani Foundation** has successfully generated **14 start-up ideas and 50+ practice ventures**. This helped the E-cell in gaining **recognition from organisations like Startup India, Maharashtra State Innovation Society**.

The **IAC has been registered under Institution Innovation Council** under the Ministry of Education to systematically foster the culture of innovation and start-up ecosystem.

The Centre is **registered on the Start- Up India website** where it has also received several start-up applications.

An **MOU has been signed with the Atal Incubation Centre- Rambhau Mhalgi Prabodhini** on 23rd December, 2021 to promote entrepreneurship and the start-up ecosystem.

Legal knowledge and advice are provided to the startups. A **session on IPR was** conducted on March 2, 2022 in association with GoI, Ministry of Commerce and Industry, DPIIT, Office of the Controller of

Patents, Designs and Trademarks.

**A National Conference on Intellectual Property Rights (IPR), ‘Building a Culture of Innovation and Creativity’ was organized under the aegis of RUSA on December 10, 2019.** The conference provided a platform to discuss and exchange ideas about IP building in academic set ups and enhance industry -academia collaborations. Discussions were held on how colleges can encourage more faculty and students towards patenting and innovations. A total of 108 participants comprising of Faculty, research scholars, students and industry professionals participated actively at the conference.

In the light of suggestions made by UGC 2010, a **Certificate Course on Indian Cultural Heritage** was started to enlighten the youth about various aspects of Indian Culture and its legacy which needs to be nurtured by them particularly. As Indian culture incorporates the intellectual, artistic and spiritual impulses, the course covers all these aspects to enable a better appreciation of the uniqueness of Indian traditions.

Development of the course on **Indian Knowledge System (IKS)**, under NEP -2020 marked another milestone in the inculcation of values entrenched in our value systems. This course, promoted across all program and streams, was designed with the objective to introduce students to the monumental, literary, philosophical and aesthetic heritage of India.

**Entrepreneurship, Intellectual Property Rights, and Indian Art and Cultural heritage** also form an integral part of many **courses in the curriculum** as also in the **seminars/workshops** organised under several **value-added courses**.

In summary, while innovations are the driving force behind progress, a vibrant ecosystem provide the essential support structures and networks that enable these innovations to flourish and impact society.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Link for Any other additional information	<a href="#">View Document</a>

### 3.4 Research Publications and Awards

#### 3.4.1

**The Institution ensures implementation of its stated Code of Ethics for research.**

**The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:**

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

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

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	<a href="#">View Document</a>
Constitution of the ethics committee and its proceedings as approved by the appropriate body	<a href="#">View Document</a>
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Bills of purchase of licensed plagiarism check software in the name of the HEI	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.4.2

**Number of candidates registered for Ph.D per teacher during the last five years**

**Response:** 3

**3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:**

Response: 15

<b>File Description</b>	<b>Document</b>
Ph.D. registration letters/Joining reports of candidates.	<a href="#">View Document</a>
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.4.3

**Number of research papers published per teacher in the Journals as notified on UGC CARE**

**list during the last five years****Response:** 0.32**3.4.3.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Response: 31

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	<a href="#">View Document</a>
Links to the paper published in journals listed in UGC CARE list	<a href="#">View Document</a>
Link re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>

**3.4.4****Number of books and chapters in edited volumes published per teacher during the last five years****Response:** 0.35**3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 34

<b>File Description</b>	<b>Document</b>
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.4.5

**Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science**

**Response:** 8.83

<b>File Description</b>	<b>Document</b>
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.6

***Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution***

**Response:** 11.5

<b>File Description</b>	<b>Document</b>
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.5 Consultancy

### 3.5.1

**Revenue generated from consultancy and corporate training during the last five years**

**Response:** 0.5

**3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.267	0	0	0.23	0

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	<a href="#">View Document</a>
Letter from the beneficiary of the consultancy along with details of the consultancy fee	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
CA certified copy of statement of accounts as attested by head of the institution	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.6 Extension Activities

#### 3.6.1

**Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)**

**Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words**

#### **Response:**

At Jai Hind College, community engagement is ingrained in our ethos, driving us to undertake impactful initiatives. Through a range of projects and collaborations, we strive to contribute meaningfully to societal welfare and promote civic responsibility among our students, a few case studies being:

- **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 and achieve the universal goal of clean water bodies**. **Netaji Subhash Chandra Bose’s** statue at Girgaum Chowpatty was **cleaned** by the NCC unit of our college as a **tribute to the national hero**, in the presence of Minister Adv. Mangal Prabhat Lodha. The NSS unit has regularly held **voter awareness campaigns, a no-spitting campaign, organised 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, where the students help **one person in their locality on each day of the month by conducting drives.** Four causes were adhered to under this project: **Health, Education, Safety and Hunger.** They have **an outreach of 1200+ to 2100+** individuals helped by the project across five years. Additionally, the 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,** is very active and has various projects such as **Tech Shiksha (teaching underprivileged children in an online medium reaching out to 100+ children and 30+ women)** 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** and has held regular sessions about **civic cleanliness, waste segregation, anti-plastic awareness, recycling of waste, waste management post Ganesh Chaturthi, and advocating eco-friendly celebration of festivals.**
- **Various departments of the College hold fests** that have social causes attached or are in some collaboration with NGO’s for fund-raising or awareness creation. E.g., in 2018-19, ‘**Entourage**’, an initiative of the BAF, BBI and BFM students, held a **seminar on Financial Literacy.**

Over the years, a steadfast commitment to community service and social responsibility has been demonstrated through various initiatives on environmental conservation, health awareness, educational outreach and empowerment. Each endeavour reflects our dedication to making a positive difference in society through innovative projects led by student clubs and departments.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 3.6.2

**Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years**

**Response:** 45

**3.6.2.1 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
17	05	02	16	05

<b>File Description</b>	<b>Document</b>
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.7 Collaboration

#### 3.7.1

**Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years**

**Response:** 54

<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

---

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for

1. teaching – learning, viz., classrooms, laboratories, computing equipment etc
2. ICT – enabled facilities such as smart class, LMS etc.
3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.

#### Response:

Located in the prime area of South Mumbai, near the sea-front, the college has a **total campus area of 1.076 acres** with a **built-up area of 15212.3 sq. metres**.

It has **two buildings**, a **5-storeyed** Main building and a state-of-the-art **7-storeyed**, centrally air-conditioned Annexe building. Main Building also has air-conditioning facility in each room.

Both buildings have **updated infrastructure facilities** for teaching-learning.

- **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**

**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

**First-Aid room** has **First-aid boxes for emergency;** also in Main & Annexe Building Office, Staff rooms, Chemistry & Physics department, Supervisor's room  
Stretcher, wheel-chair, Lift-chair also available

**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, 1 Mixer, 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

**Wellness centre** – Area 10 ft x 5 ft, 1st floor

- **Facilities:** Desktop

**NSS department** – 1st Floor

- **Facilities:** Desktop, Printer

**Centralized Air-conditioned Library:**

- Seating capacity: 140 for students; 20 for teachers
- **Facilities:** Computers – 9 for students; 3 for teachers; Printer- 1; Discussion table; Professors' corner; Circulation section/Lending section; Reference section

**CAP Room** – Annexe Building, 7th floor

- **Seating capacity:** 40
- **Facilities:** Computer, Printer, Cupboard for answer Sheets

**Exam centre:** Main building

- **Facilities:** Computers, Printer, Scanners, Cupboards for storing question paper.
- **Photocopier** for printing question papers in the basement of Annexe building

- **Reprographic centre:** 5 photocopiers (4 B/W and 1 Coloured)
- **Yoga centre-** basement
- **Green room** – Main building, Ground floor
- **Career guidance cell** – Main building, Ground floor
- **Girls common room**
- **Canteen** – 2 in main building (Seating capacity:50); 1 counter in Annexe building

- **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	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.1.2

**Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years**

**Response:** 3.83

**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
6.23	3.90	0.42	3.83	6.33

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

**Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students**

#### **Response:**

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 up-gradation 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 E-library
- Free Internet access to Swayam/NPTEL/N List/Subscribed e-resources
- Intra and remote access using passwords to subscribed e-resources like

N-List from INFLIBNET: Institutional access to e-journals and e-books of reputed publishers

- E-journals: ‘The Economist’, ‘Sport Star’ and ‘Frontline’
- Print plus e-access journal like ‘Corporate Professional Today’
- E-newspapers: ‘Business Line’ and ‘The Hindu’
- E-newspaper access on Telegram: ‘Free Press Journal’
- Open access e books: OUP, Cambridge, DOAB
- Open access e-journals: ‘DOAJ’, ‘Bulletin of Material Science’, ‘Current Science’, ‘Pramana’, ‘Sindhishan’
- Open access educational resources: ‘Project Gutenberg’, ‘Science Direct’, ‘NDLI’, ‘OKR-Open Knowledge Repository’
- Institutional repository which includes manuscripts, in-print and digital, college and departmental magazines, dissertations, question papers and faculty and students’ publications
- Digital collection of manuscripts is available on intranet through E-Library
- Archive of IBS Center for Management Research–ICMR, Hyderabad for subscribed case studies
- Use of Library Website, Telegram group to improve member participation

**Other Efforts:**

- Special collection of books and journals in Sindhi Language, in-print and CDs
- Library interns allowed under library internship program from SHPT School of Library Science, SNTD Women’s’ University
- Promotion of library usage through conduct of digital Intercollegiate Competition “Digital Ink” under three categories: ‘Short story writing’, ‘Poetry writing’, ‘Book Reviews’
- Specially designed tables with small cubicles for students in reading hall
- Ample reading space, discussion table, property counter, OPAC, and e-Access area
- CCTV cameras at strategic points
- Printing facility for faculty and students
- Special corner area in reading hall designated for Informal discussion to encourage students to pursue academic research-oriented activities
- ‘User orientation program’ and ‘Awareness program’ conducted of library resources
- Promotion of library collection through display of library print resources.
- “Book for a cause” donation drive to help wards of non-teaching staff
- Selected books as Carrel issue for specific period of six months/ 1 year available as an option in SLIM software to help wards of non-teaching staff
- Proud recipient of ‘The Japan Science Society’s READ JAPAN PROJECT’, wherein “Books for Understanding Japan” are donated to help understand Japan by Indians

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**4.2.2**



**Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years**

**Response:** 8.91

**4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
11.96	6.24	5.93	11.60	12.41

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1

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

**Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words**

**Response:**

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.

The college utilizes a dedicated **online portal to manage admissions, payments, and examinations.**

Students fill their admission forms online and securely pay their fees on the **Radical Forms** digital portal, which integrates seamlessly with **QFix, a third-party payment gateway registered with HDFC Bank.**

Examination results and status can be viewed by students online through individual logins on the **Radical Forms portal.**

Examination process of continuous assessments is fully digitized using the **OFFEE platform provided by Orage Digital.**

There is a dedicated **Website Committee** which manages the college website which is updated with all notices, current and upcoming events, achievements of faculty and students. The Committee comprises of the IT coordinator, and 3 senior faculty members besides the vendor handling the updates.

The **IT Committee** comprising of the IT Coordinator, Board President, Principal, Registrar and Finance Officer, provides a roadmap for formulating decisions related to the procurement and management of IT resources, software and hardware evaluation, compatibility with existing systems, installation and maintenance of Wi-Fi networks, data storage solutions, conducting risk assessments, and ensuring compliance with best practices in cybersecurity.

The Finance Officer works with the committee to develop and manage the budget for IT expenditures, ensuring that financial resources are allocated effectively and that all purchases adhere to budgetary constraints.

By working collaboratively, the IT Committee ensures that all IT investments are strategic, cost-effective, and aligned with the institution's mission and operational needs. Their decisions help maintain a modern, secure, and efficient technological environment that supports both academic and administrative functions.

By integrating these technologies, the college ensures a modern, efficient, and secure approach towards a digital infrastructure which supports a seamless experience for students and administrative staff alike,

reflecting the institution's commitment to leveraging technology for enhanced academic operations.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 4.3.2

#### Student - Computer ratio (Data for the latest completed academic year)

**Response:** 17.44

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

Response: 245

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 4.3.3

#### Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development

**Response:**

The college is proud to offer its stakeholders a state-of-the-art Media Lab, designed to cater to modern media production and post-production by providing hands-on practical skills. The objectives for creating the Media Lab include fostering creativity, critical thinking, and technical proficiency through interactive learning. By integrating various media tools and technologies, the lab aims to explore diverse forms of expression, develop digital literacy, and cultivate collaboration in a dynamic media landscape.

The primary focus of the lab is on post-production and editing, providing latest tools and technology with

fully-equipped audio-visual systems, editing tools, and a recording room in a compact yet versatile media studio.

One of the standout features of the lab is provision for hands-on training to master the complexities of media production especially in the BAMMC program which have incorporated suitable practical modules into the curriculum covering aspects of audio and video editing, color grading and special effects which also help in developing a keen eye for detail.

In addition to technical skills, the lab fosters a collaborative environment for brainstorming of ideas, peer-learning from group discussions, teamwork and communication.

Furthermore, the media lab serves as a hub for various extracurricular activities, opportunity to work on real-world assignments, including short films, documentaries, and promotional videos which help provide invaluable experience that help enhance career prospects.

In addition to the Media Lab, a Multipurpose Room (MPR) having CGI and video production facilities are available on a need-basis and for demonstration. There is also a technologically empowered Audio-Visual Centre with a seating capacity of 110 which houses seminars, workshops, guest lectures and other academic meetings. This modern facility permits video and audio recordings, thereby broadening learning opportunities.

As part of its initiative to meet future technological requirements, the college has procured an advanced Lecture Recording System to empower e-content development by faculty and flexible access to students of recorded lectures and seminars to support learning-beyond-classroom.

#### **Features of Lecture-Recording-System:**

- **Multi-format Recording:** Capable of capturing audio, video, and presentation materials simultaneously, ensuring coverage of classroom activities.
- **Integration with existing Learning Management System (LMS):** Easy access to recordings for students and instructors.
- **Accessibility and Flexibility:** On-demand access to recorded sessions, accommodating varied learning preferences

Implementation of the Lecture Recording System also involved training programs for faculty to familiarize them with the system's operation.

The deployment of these technologies has witnessed an enhanced learning accessibility whereby learning occurs on need-based pace. Dynamic and interactive lectures ensure effective incorporation of multimedia resources. These systems have enriched the academic experience beyond traditional coursework by facilitating recording and dissemination of workshops, guest lectures, seminars proceedings. They have served to enhance technical skills, encourage creativity, critical thinking in content creation and dissemination. By integrating theory with practical application, it helps navigate the complexities of learning modules thereby bridging the gap between academia and industry. Through continuous updating and enhancing of these facilities, these technological additions in an academic environment empower the future generation of professionals to contribute meaningfully to their field while adapting to evolving trends and technologies.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1

**Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years**

**Response:** 48.62

*4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)*

2022-23	2021-22	2020-21	2019-20	2018-19
83.84	60.94	51.93	59.84	6.12

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

##### 4.4.2

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

**Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words**

**Response:**

In any educational institution, maintenance and utilization of physical and academic support facilities is of paramount importance. The Maintenance committee which looks after infrastructure management: Principal, Maintenance Supervisor, Finance Officer, and Registrar. The committee takes inputs on the upkeep required, from Department Heads/Coordinators, Laboratory attendants, Office Superintendent.

Procedures for maintenance of facilities:

### **Science Laboratories**

- Regular inspection, servicing and repair of all laboratory equipment to ensure safety and functionality.
- Calibration of glass-wares by Laboratory attendants, under supervision of faculty
- Training imparted by WRIC personnel, to laboratory attendants and assistants, on maintenance of routine laboratory equipment
- Inventory management to track supplies and equipment, ensuring timely replenishment.
- Training and certification requirements complied with, to ensure adherence to safety protocols with respect to burners, gas pipelines, plumbing system

### **Library**

- Routine checks for physical condition of books and resources, including repairs and binding, weeding out old titles
- Regular updates and backups of digital library resources,
- Access policies that define borrowing limits, loan durations, renewal procedures.
- Training sessions for users on research tools and library catalogue systems.
- Scheduled library hours and availability of study spaces, with consideration for peak times such as during exams.

### **Sports Facilities**

- Regular cleaning and inspections of facilities, including courts, indoor games
- Routine maintenance of sports equipment and infrastructure by Gymkhana staff to ensure safety and functionality.
- Reservation systems for booking facilities and equipment
- Guidelines for proper use and care of sports facilities and equipment.
- Safety regulations, first-aid availability

### **IT**

- Regular software installation, updates and server back-ups, network support to ensure systems are up-to-date and functional.
- Implementation of cybersecurity measures to protect data, prevent unauthorized access.
- Troubleshooting of technical issues.
- Access control systems to manage user access and protect against misuse.
- Scheduled sessions and booking systems to ensure equitable access to Lecture Recording

## Systems, Interactive Projectors

- **Classrooms**

- Routine checks and repairs of classroom furniture, fans, tube lights, white/green boards
- Regular cleaning schedules to maintain a hygienic environment.
- Timetable systems to allocate classroom space for lectures, seminars, and other educational activities.

- College has AMC for maintenance of Elevators, AC, Electrical Fittings, Solar panels, Biometric system, Projectors, Internet and Intranet facilities
- Pest-control services availed periodically
- Fire Drills conducted and Fire Extinguishers checked for proper functioning
- Water tanks, pumping and distribution through pipes, water coolers and purifiers serviced on regular basis
- Extensive surveillance of campus under CCTV, Security on duty.
- Routine maintenance of civil structure and electricals handled by in-house electrician, and mason.
- Floor peons and floor-in-charges responsible for complaints on maintenance and solution
- Garbage disposed of as per Municipal norms
- Maintenance staff maintains the gardens and flower-beds
- Daily upkeep of college campus handled by housekeeping services and aided staff

The establishment of comprehensive systems for maintaining and utilizing physical and academic support facilities ensures that the institution operates efficiently and effectively. These measures not only support the daily functioning but also contribute to a safe and conducive learning environment.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

**Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years**

**Response:** 3.62

**5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
125	240	81	164	161

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 5.1.2

**Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years**

**Response:**

Over the past five years, Jai Hind College has implemented several initiatives to provide comprehensive career counselling and guidance for competitive exams to its students. These efforts aim to support students in making informed career choices and preparing effectively for various competitive exams.



Under the career counselling initiatives, many of the faculty prepare students for by conducting **one-on-one counselling sessions, workshops, and seminars** to help students explore different career avenues and the skill sets they need to acquire for the same. The college has ties with **industry professionals and alumni**, inviting them to share their experiences and insights with students. These interactions provide students with real-world perspectives on various careers and the evolving job market. Regular **skill development workshops** are organised to enhance students' employability. These workshops cover a wide range of topics, including **resume writing, interview techniques, communication skills, and presentation skills**.

Our faculty conducted **special sessions and crash courses** to prepare students for national level exams such as **CSIR-NET, GATE, SET, IIT-JAM and UPSC**. These career sessions not only helped the students in improving their problem-solving skills but also gave them exposure to the latest trends and patterns in competitive exams. These classes were conducted by experienced faculty and industry experts who equipped the students with detailed coaching and exam strategies. **Mock and practice sessions** helped the students familiarise themselves with the exam format and improve their **time management skills**.

A multifaceted approach to career counselling and competitive exam guidance has significantly benefited our students and the college will continue to ensure that our students are well-equipped to pursue successful careers.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 5.1.3

**Following capacity development and skills enhancement activities are organised for improving students' capability**

- 1. Soft skills**
- 2. Language and communication skills**
- 3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
- 4. Awareness of trends in technology**

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

<b>File Description</b>	<b>Document</b>
Report with photographs on programmes conducted for awareness of trends in technology	<a href="#">View Document</a>
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 5.1.4

**The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases**

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

**Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee monitoring the activities and number of grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

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

**Response:** 43.45

#### 5.2.1.1 Number of outgoing students placed and progressed to higher education during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
444	571	1065	177	528

#### File Description

#### Document

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

### 5.2.2

**Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years**

(eg: NET/SLET/ Civil Services/State government examinations etc.)

**Response:** 3.28

#### 5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
114	48	27	14	7

<b>File Description</b>	<b>Document</b>
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

#### 5.3.1

**Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years**

**Response:** 47

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	10	09	16	07

<b>File Description</b>	<b>Document</b>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 5.3.2

**Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.**

**Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words**

## Response:

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 measure 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:** The Student Council facilitates and ensures the conduct of a smooth admission process, involving answering general queries of parents/guardians and prospective students, collection of relevant documents and any other guidance requested from time to time. The 'Orientation' programs conducted for the first-year students across all programs as part of their Induction program, requires them to collaborate closely with the administrative staff, the Vice Principals, Program Coordinators and the Principal.
- **Support for Academic Processes:** Ensuring timely dissemination of all exam-related information pertaining to conduct of internal assessments online and also Semester-end examination including conduct of supplementary examinations. They are also involved in supporting the institution during online examinations, Mock-tests for online practice, participation of students in Certificate Credit courses, Value-added courses, Swayam/NPTEL courses. The Student Council also plays an active role in the Internship & Placement Cell also.
- **Community Engagement:** Collaborating with the Wellness cell (Counselling especially in non-academic issues) and supporting initiatives by VCAN to promote civic awareness and community engagement.
- **Organizational and Institutional Support:** Organizing celebrations of national days, support system in conducting Academic and Administrative audits, representation in student body of NAAC for ensuring quality mechanisms.
- **Advocacy and Development:** Voicing student views through the General Secretary in the College Development Cell, advocating for student welfare and institutional improvement.
  
- **Voter Awareness and Civic Responsibilities:** Initiatives to educate first-time voters and neighbouring societies on civic duties, fostering conscientious citizenship.
- **Membership in Administrative Committees:** Active roles in committees such as College

Development Committee, Grievance Redressal, Ragging Prohibition, Sexual Harassment Prevention, Canteen Committee (ensuring food hygiene), Green Club, Achiever's Nite (College Annual Day).

- **Overall Campus Improvement:** Ensuring discipline, hygiene, and implementing innovative ideas for institutional enhancement.

In conclusion, the Student Council plays a pivotal role as the bridge between students and the institution's stakeholders, ensuring effective governance, representation, and support across various activities. Their proactive engagement in both academic and community initiatives underscore their commitment to fostering a vibrant and responsible student community.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 5.3.3

**The institution conducts / organizes following activities:**

1. Sports competitions/events
2. Cultural competitions/events
3. Technical fest/Academic fest
4. Any other events through Active clubs and forums

**Response:** A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	<a href="#">View Document</a>
List of students participated in different events year wise signed by the head of the Institution	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of circular/brochure indicating such kind of activities.	<a href="#">View Document</a>

## 5.4 Alumni Engagement

#### 5.4.1

**Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:**

**Response:** 0

**5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	<a href="#">View Document</a>
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 5.4.2

**Alumni contributes and engages significantly to the development of institution through academic and other support system**

**Describe the alumni contributions and engagements within a maximum of 500 words**

**Response:**

Jai Hind College Autonomous is proud of its illustrious alumni many of whom excel in their field of work across the globe, inspiring the future generations of students. The Alumni Association is a source of motivation which help attract the best students to pursue their academic journey in this institution.

Contributions of the Alumni Association: The association encourages alumni to support the institution in terms of infrastructural needs and human resources.

##### **(1) Infrastructural Development/Augmentation/Maintenance**

- The state-of-the-art **Annexe building** was a gracious contribution of our esteemed alumnus, Sandeep Raheja, in memory of his late mother Sheila Gopal Raheja.

- The **IT infrastructure & Research laboratories** are periodically updated with any requirement of latest software, hardware, scientific instruments with the help of the 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 & refurbished, by virtue of the generous contributions of our alumni, Anil Jagasia, Sharad Sanghi.
- The replacement and installation of the **new air-conditioning systems** of both the buildings has also been facilitated by the funds received from alumni.
- The **Media laboratory** is sponsored by Pevibai Motiram Shahani Trust, belonging to our alumnus.

## (2) Curriculum development

- 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. Their valuable contributions in the design of curricula, inputs on pedagogical techniques and assessment pattern serve to uphold the standards of academic excellence.

## (3) Members of Statutory committees:

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 and IQAC

## (4) Guest Lectures/Visiting faculty

- Alumni contribute as Guest speakers in **Certificate Courses, Value-added Courses** conducted to **supplement the curriculum**. Amongst many, a few notable: Imaan Javan, Director Suntuity, REI, “Careers in Renewable Energy”; Craig Travasso, Director, Craig Communications, “Group Discussion and Personal Interview”, Srika Amin, PhD. Scholar, “Genetic Counselling”.
- Alumni also engage as **Visiting Faculty**, Yash Chandramani, Rahul Munot for BMS, BBA;

## (5) Scholarship/Sponsorship

- 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**

## (6) Placements, Internships, Industrial Visit

- Suresh Goklani, Eureka Forbes, Krishma Shah, Clinibiz **facilitated internships in Science**.
- Sumiran Sharma, Toit Brewery, arranged a **visit to the brewery at Pune** for Microbiology students.

## (7) Creating Alumni connect -

- The Alumni Association releases an online **monthly Newsletter “Circle of Friendship”** which



has successfully helped to serve as a connect between alumni, globally since its 1st circulation eight years ago. It instils a sense of pride amongst the alumni who are always happy to remain connected with their alma mater.

- Alumni reunion meets are organised on a regular basis which helps to strengthen the ties with the alma mater and contribute towards it.

Through these efforts, the alumni serve as advocates for the college, promoting its strengths and helping attract talent and partnerships.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

**The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.**

**Response:**

The institute follows its **Motto “I WLL & I Can”** in the execution of its Vision and effective implementation of its 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

Jai Hind College Autonomous has always believed in the principles of democracy and transparency which reflects in its **decentralized structure**, empowering various statutory bodies to align with the its vision and mission. Representatives from different sectors – management, government, university, industry, faculty, students and alumni constitute these committees in various capacities. Suggestions of all stakeholders is collected through a robust **feedback mechanism and analysed**, which facilitates the institute to uphold its 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, 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.

The institute **implemented the NEP for all the first year of undergraduate and postgraduate programs in the academic year 2023-24**. The credit pattern followed entitles a student to earn a total of 176 credits (22 per semester) at the end of a Four-year UG program. Skill development courses are offered under SEC while VSC focusses more on vocational, to enhance employability. Apart from this, community engagement under CEP, Yoga/Fine and Performing Arts/NSS/NCC is practiced under CC while VEC concentrates on imparting environment consciousness/digital literacy. The students are offered a basket of choices ensuring flexibility in selection. The **multi- and interdisciplinary nature of NEP** is brought forth in the selection of General (Open) Electives by the student from across streams.

Various workshops/seminars were conducted by the college to familiarize faculty with the **Learning-Outcome-Curricular Framework under NEP, and the CBCS system.**

Regular meetings are conducted with both teaching and non-teaching staff to ensure awareness about institutional practices, goals and objectives.

The **Perspective plan** focuses on development of human resources to suit local/regional/national/global needs, endowment of human values, integration of technology and resource allocation. It is amended on periodic evaluation after feedback from stakeholders. Such alignment of the Perspective Plan with the Vision and Mission statement helps in the overall development of cognitive, emotional and social capabilities and disposition of students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

**The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc**

#### **Response:**

The IQAC plays a crucial role in translating the institutional vision into actionable plans, focusing on continuous improvement in teaching, learning, and administration through a structured approach.

On conferment of **Autonomy in 2018**, the institution has meticulously **designed its five-year perspective plan** which represents a strategic approach to enhance the quality and effectiveness of educational processes. This plan has been effectively executed through the coordinated efforts of various institutional 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 for teaching/ non-teaching/administrative staff.

Significant **reforms in the evaluation process** have been introduced, including digitisation of

continuous assessments, result processing, question paper analyses. Technology integration in pedagogy has been advanced through interactive projectors, lecture-recording systems, Media laboratory, Learning Management Systems such as MOODLE.

The institute has in total, **24 UG programs, 5 PG programs and 1 PhD program**, of which **2 are newly introduced as Industry aligned courses**. Besides these, there are **51 Skill-based Certificate Courses of 30 hours**. Curricula for these programs were designed by the Board of Studies, refined by the Academic Council, and approved by the Governing Body.

The IQAC plays a pivotal role in institutionalizing quality processes, such as the design of **LOCF, PO-CO 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.

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.

**Experiential learning** amongst students is promoted through the inclusion of Internships/ Research Component from Semester IV onwards.

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.

The effective implementation of this plan has witnessed advancements in educational standards, increased student satisfaction, and greater alignment with accreditation requirements, thereby reinforcing its commitment to excellence and continuous growth.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**6.2.2**

**Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:**

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

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

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

**Response:**

An institution which prioritizes comprehensive performance appraisal systems and robust welfare measures stands out as a preferred workplace.

- The IQAC **promotes and supports progression of its faculty** through CAS as per UGC and Government of Maharashtra guidelines. The CAS committee comprising of Principal, IQAC Coordinator, Senior faculty, Registrar, assesses the academic and research achievements of faculty.
- Promotion to next grade is done on fulfilment of PBAS requirements. Applications for promotion are submitted online.
- A total of **54 cases under CAS were processed**, salary implemented, and due arrears paid.
- **Staff on management rolls** are also given revision in pay scales, on review.
- **Non-teaching staff** have different levels of selection and selection to each level is based on eligibility and performance appraisal.
- Such **regular and timely appraisals** help in recognizing and rewarding the efforts of staff which boost their motivation and overall productivity.

- **Timely disbursement of salary even during Covid**, has created a positive work environment.
- **Understanding the difficulties faced during Covid period, the college provided the office staff with laptops** to facilitate work-from-home, and a **weekly plan for reporting days** was implemented to ensure smooth operations.
- Effective **welfare measures**, such as **group insurance scheme** for employees, **Staff Accident Benefit Insurance Scheme (GPA), Third Party Insurance Scheme, Annual free health check-up camps** on campus as well as **at diagnostic centres, Yoga and Meditation centre** for mental well-being, all help in promoting a supportive work environment.
- Other welfare measures, such as **admission to wards on a priority basis, provision of fee payment in instalments, fee concessions or waivers**, ensure that all staff members feel valued and supported.
- Helping staff identify areas for improvement lead to targeted professional development. **Funding for organizing various seminar /conferences /workshops, financial assistance to attend FDP/workshop/conferences, Orientation/induction programs** of newly appointed staff, **encouraging research through seed money** for teachers, **Training Programmes to enhance technical and soft skills, E -content development, providing advanced instrumentation facilities**, are some such measures. and access to resources, help in minimizing workplace conflicts and improving staff relations.
- Laboratory attendants and other non-teaching staff are given **training on laboratory and fire safety, computer literacy, advanced Excel. Provision of college uniform and washing allowance for non-teaching staff** are a few other facilities provided.
- **Dialogue between staff and administration** help in addressing concerns, resolving conflicts. There are multiple levels of Grievance Redressal mechanisms such as the ICC. Regular dialogue with staff unions, especially the non-teaching staff Union has helped in maintaining cordial relationship between the staff and Management and a healthy working environment.

**Appreciation of staff in the form of ‘Best Employee’ awards, felicitation on completion of 25 years of service**, creates a good working atmosphere and help the staff contribute towards the ultimate vision of the college.

By fostering a supportive and dynamic work environment in this manner, the institution attracts and retains talent, driving their success and reputation as an employer of choice.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.3.2

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

**Response:** 0.75

**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and**

**towards membership fee of professional bodies year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	03

<b>File Description</b>	<b>Document</b>
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.3.3**

**Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years**

**Response:** 106.47

**6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
89	90	85	84	80

<b>File Description</b>	<b>Document</b>
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

#### **Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources**

**Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words**

**Response:**

#### **Approaches for Mobilization of Funds and Optimal Utilization of Resources**

##### **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. Tuition Fees:**



- The primary source of income for the institution is the tuition fee collected from the 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 technical and academic fests organised, Detour, Talaash, Entourage, Arthanomics, Cyberstrike, Shoutt, etc
  - The Central Instrumentation Facility offers testing facilities and consultancy services, managed by faculty members, to industries and institutes.
  - Alumni contributions and donations from individuals, trusts (Pevibai, Priyadarshini), philanthropists.
  - Funds from industrial houses such as Sumitomo Corp.

#### **5. 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.

#### **6. Fund Utilization Monitoring:**

- Funds from government grants are used 100% for student welfare, academic support, research projects, for augmentation and development of infrastructure facilities, installation of solar panels, interactive projectors, water hydrants with smoke detectors, CCTV, IT equipment, organisation of workshops/seminars for faculty empowerment, renovation of auditorium, washrooms.
- Salaries of sanctioned teaching and non-teaching staff are provided by the University while the salaries of those on non-sanctioned posts are provided by the Management.
- Funds from non-government sources are used to build a corpus for academic support facilities and research.
- Management helps build a corpus fund in the Sind Educationists' Association account, to be utilized when required.
- Sumitomo Corp sponsors scholarships for meritorious students.
- Fellowships from individual donors/trusts for student welfare
- Research equipment sponsored from management funds, like Ultra-sonicator, telescope.
- Surplus funds from government grants are reinvested for enhancing academic facilities, promoting research, developing infrastructure, supporting student and teacher welfare.
- The Finance Committee regularly monitors use of sanctioned funds. Both internal and external audits ensure funds are used in accordance with the Fund Mobilization Policy.

In summary, effective financial mobilization and resource utilization are critical to the growth and sustainability of the institution. By adhering to a structured policy, involving dedicated committees, the college enhances its financial stability and operational efficiency. Continuous monitoring and auditing further reinforce the integrity of fund utilization.

## 6.4.2

**Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)**

**Response:** 544.75

**6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
239.53	0.40	0.00	34.30	270.5217

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the sanction letters received from government/ non government bodies and philanthropists	<a href="#">View Document</a>
Annual audited statements of accounts highlighting the grants received	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.4.3

**Institution regularly conducts internal and external financial audits regularly**

**Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words**

**Response:**

The institute is committed to maintaining a robust financial management practice through a diligent approach to financial audits. The involvement of a dedicated Finance Committee and the implementation of structured procedures ensure that the financial operations are conducted smoothly and efficiently. The institution conducts external and internal audits for both Government and Non-Government funds. As may be required, the institution also conducts Government audit. Transparent financial policies and multiple checkpoints have been instrumental in making the audit process smooth and efficient.

## **Internal Audit**

The Internal audit is a concurrent audit process with reports generated twice a year. It helps in observation of compliance of the standard operating procedure laid down by the management for all financial transactions to maintain transparency and ascertains that all financial information is represented fairly and accurately. The Auditor examines and verifies the revenue generated from tuition fees, grants, donations, rents from the use of infrastructure space, as against the expenses incurred and the assets purchased or written off, as well as bills, vouchers, receipts, cash book, asset register. All the accounts are checked and verified to monitor the accounting procedure, maintenance of account and entries made in the books. The Internal audit report is then submitted by the auditor which is presented in the Finance Committee. M/s Hemant Sharma & Associates managed the internal audit.

## **External Audit**

External audit is conducted at the end of the financial year by M/s N. A Shah Associates LLP. The external auditors examine the balance sheet, expenditure account, and utilization of resources/funds. They also verify the income vs expenditure statement. The institute conducts external financial audit for all grants received from government funding such as DBT-STAR, RUSA, DST-FIST, UGC Autonomy grant.

## **Government Audit**

Government audit is conducted by the Regional Joint Director and Account Officer from the Audit department of Higher Education for funds received from RUSA or UGC-Autonomy. The auditors express their opinion on the maintenance of records of the Government funded projects. The Audit process covers income and expenditure, payment and receipt, assets and liabilities.

## **Finance Committee**

The Finance Committee meet twice a year to take major financial decisions. The annual budget is presented and budget deficit if any, is discussed for possible solutions. The proposed budget for the next financial year is then presented for approval. The committee includes Members of the Managing Board, Senior Faculty Members who are CA, Principal, Registrar, and the Finance Officer of the institute.

## **Mechanism for Settling Audit Objections**

Generally, no significant objections are raised during the audit process. However, if objections do arise, they are addressed and resolved before filing of annual returns. Any objections identified such as unavailability of vouchers, quotations, bills of furniture repairs are settled in Finance Committee meetings. This committee reviews and discusses the objections, ensuring all issues are thoroughly addressed and resolved. The report is then submitted to the auditor.

This dual audit system—external and internal, provides a comprehensive review of the financial activities, ensuring compliance with regulations and internal policies.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals**

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –**

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

**Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words**

#### **Response:**

The IQAC is the apex body responsible for identifying areas of improvement, formulating a road-map and implementing measures for institutionalizing **several quality initiatives**, through effective strategies and policies. **Composed of** the Principal, Coordinator, Senior faculty members, Representatives of management, Alumnus, Student, Administrative staff and Society, the IQAC ensures adherence to high standards of academic excellence through systematic review processes, accreditation and compliance.

Departments implement suggestions put forth by **Statutory Committees** such as Academic Council, Finance Committee, Governing Body. The curriculum is designed in consultation with Board of Studies comprising of VC nominee, two subject experts, where one is from outside the parent University, industry expert, alumnus and department members.

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 to be 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.

**Job-oriented program** introduced in 2020-21; MSc in Big Data Analytics in collaboration with TCS and Bachelor of Business Administration from 2021-22 helped bridge the gap between industry and academia

**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 from Semester IV across all stream, and motivating the younger faculty towards Doctoral research.

**Incorporation of experiential learning** through internships, skill-based Certificate Courses, value-based courses, field survey projects

Use of **modern pedagogical techniques** such as Lecture Recording System, Interactive Projectors and installation of Media Lab

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

**Conduct of entrance exams** for all post graduate programs as well as self-financing undergraduate programs ensures maintenance of quality

**Establishment of the Incubation and Accelerator centre** and registration under IIC

helped promote Start-ups

**Civic consciousness and responsibility** displayed through Green Initiative measures, community engagement services with NSS, NCC, Rotaract, NGOs

**Annual conduct of Academic and Administrative Audit, Examination Audit** helps in self-introspection and improvement

**Participation in quality rankings and accreditation compliances:** NIRF, ARIIA

**Hierarchical structure of administration extended** in lateral direction to increase efficiency through appointment of Executive Coordinators working in tandem with Vice Principals

**Encouragement to faculty to attend workshops/webinars** on academic, skill development, training programs such as 'Curriculum Design and Development', 'Implementation of NEP 2020', 'Introduction of LOCF', 'CBCS curriculum', 'PO-CO Attainment'.

Such sustained efforts resulted in the award of **"Empowered Autonomous Status"** to the college in May 2023.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.5.2

**The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms**

**Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.**

**Response:**

The objective of reviewing the teaching-learning process is multifaceted, aiming to enhance educational outcomes and ensure that institutional objectives are in alignment with its vision and mission. Regular review techniques conducted under the aegis of IQAC help evaluate pedagogical methods, align curricula with student needs, and foster an engaging learning environment:

- **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

**Two prominent examples** of institutional review and implementation of teaching-learning reforms by IQAC:

- **Digital Empowerment**

Advent of the pandemic in 2020-21, presented a huge challenge to the teaching fraternity, in terms of upholding the parameters of academic excellence. To ensure effective online content delivery, a task force comprising of in-house faculty appropriately named, **‘TEACH’ or ‘Technology in Education for Active Content Harmonisation’** was constituted to train in delivering lectures, taking assessments, conducting virtual practical sessions, holding seminars/workshops, on the digital platform. Ease of usage of G Suite and its applications through video tutorials and assignments, orientation sessions for students/faculty were also conducted simultaneously. Code of conduct for online teaching was framed both for faculty and students. Students were trained in online assessment systems and mock tests were conducted for the same. Analysis of feedback taken from students helped better the digital experience.

• **Industry-Academia Linkages**

Based on feedback received from students, alumni, industry experts and employers as well as peer academicians from reputed institutes, the need to develop industry-aligned courses came forth. **Two such courses were designed and in collaboration with TCS: M.Sc. in Big Data Analytics, implemented from 2020-21 and Bachelor in Business Administration from 2021-22.** The former required the set-up of the Data Science Lab, made possible through RUSA grant while the latter focused on Business Processes with a practical-based format. Both courses have met with tremendous response and have been instrumental in the breakthrough of several excellent quality projects.

Ultimately, the goal of IQAC is to identify areas for development, integrate innovative teaching strategies, ensuring that students receive high-quality education that prepares them for global market.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**6.5.3**

**Institution has adopted the following for Quality assurance:**

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

**Response:** A. Any 5 or more of the above

<b>File Description</b>	<b>Document</b>
Quality audit reports/certificate as applicable and valid for the assessment period	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>



## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

**Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words**

#### **Response:**

Gender equity is promoted in the college through a systematic assessment of policies and practices, and develop strategies for further improvement by creating a culture of respect, equality, and empowerment. A few significant measures:

- **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:**

- **Anti-discrimination policies:** Implementing policies under sexual prohibition committee that prohibit gender-based discrimination and harassment.
- **Education and Training:** Providing learning through street plays, webinars, movie screenings, and documentaries to raise awareness about gender issues and promote respectful interactions through screening of movies "Lipstick under my Burkha", documentaries "Womb on rent.", enactment of plays like "Bas itni si baat" helped focus on the mental effect of abuse on women.
- **Inclusive curriculum:** Ensuring that course content reflects diverse perspectives and addresses gender-related topics especially through pertinent discussions in the 'Novel Room'.
- **Gender-specific support:** Establishing support services such as counselling by in-house counsellors, mentorship programs, and career development opportunities tailored to the

needs of different genders. The entire campus is monitored through CCTV cameras and women personnel form a part of the security team.

**1. Representation and Leadership:**

- **Student involvement:** Involving students in governance structures and decision-making processes to ensure their perspectives are heard and valued. Project “Nazif” and “Bachat Gat” activities helped empower women from low-income strata to become entrepreneurs and provide a seller’s platform for them.

**2. Awareness and Advocacy:**

- **Campaigns and events:** Organizing awareness campaigns, workshops, and events that promote gender equality and need for advocating women's rights such as flash mobs “Cheekh” at various public places.
- **Support for student initiatives:** Supporting student-led initiatives on gender equity and social justice like street plays on ‘Anti-dowry’. Facebook live streaming as a platform for publicizing the significance of issues like breast cancer, endometriosis, cervical cancer including community engagement activities in slum areas to create awareness on menstrual hygiene.

By combining Gender Audit with these proactive measures, the college has created an environment where gender equity is not only a stated goal but a lived reality for all members of the academic community.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**7.1.2**

*The Institution has facilities for alternate sources of energy and energy conservation measures*

- 1. Solar energy**
- 2. Biogas plant**
- 3. Wheeling to the Grid**
- 4. Sensor-based energy conservation**
- 5. Use of LED bulbs/ power efficient equipment**
- 6. Wind mill or any other clean green energy**

**Response:** A. Any 4 or more of the above

<b>File Description</b>	<b>Document</b>
Permission document for connecting to the grid from the Government/ Electricity authority	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

**Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)**

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

**Response:**

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.

The waste can be broadly classified as common waste, paper, and plastic/ aluminium waste, compostable waste, and e-waste.

**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. During e-waste drives, students, staff, and even neighbouring societies are encouraged to contribute towards responsible disposal of their unwanted electronic devices: old laptops, mobile phones, charging units, music players, monitors, home theatre systems, printers, fax machines. These drives also serve to sensitize one towards the importance of recycling and have been a huge success, the outcome taking us one step further towards a cleaner, greener, and safer environment.

This has also contributed in a decrease in the volume of waste sent to landfills, promoting a culture of environmental responsibility.

**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. This process not only reduces the amount of waste going to landfills but also produces nutrient-rich compost that enrich the gardens and green spaces.

**Hazardous waste:**

Any hazardous waste generated in laboratories are disposed of as per specified protocol. Agarose gels containing ethidium bromide are decontaminated using UV and/or potassium dichromate. Excess acrylamide monomers used in molecular biology are allowed to completely polymerise in order to make them non-toxic, and then discarded as laboratory waste. Chemicals such as solvents from the chemistry laboratory are collected in waste bottles, redistilled and reused. Water recycling is done by the Botany and Chemistry departments, where the Botany department recycles water used for cooling of instruments to reuse it for the same purpose. The Chemistry department uses the water collected from air conditioners for washing glassware.

Proper waste management not only addresses immediate sanitation concerns but also aligns with broader sustainability goals of responsible consumption habits among students, faculty, and staff. Such measures positively impact society by setting a precedent for responsible resource utilization and waste reduction. It cultivates awareness among students and faculty about sustainable practices. By promoting above measures, the college contributes towards environmental conservation and waste diversion and instills a sense of civic responsibility amongst students.

File Description	Document
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.4**

**Water conservation facilities available in the Institution:**

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

**Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Green audit reports on water conservation by recognised bodies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.5

#### **Green campus initiatives include**

**Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words**

#### **Response:**

Significant steps have been taken to create an environmentally conscious campus and the initiatives span various areas, including energy efficiency, waste management, biodiversity promotion, and community engagement.

Sunlight as a renewable source of energy has been tapped into by the installation of roof-top **Solar Photovoltaic System with Net Metering facility** on the terraces of both the main as well as the annex buildings. The solar panels are well-maintained and wheeling of power into the grid has been made possible. The green cover of the campus is constantly maintained with indigenous plants and fruit trees and creation of a vertical garden wall thus improving air quality and contributing to plant biodiversity.

To reduce vehicular impact, **entry of vehicles into the campus is restricted**. The college is well situated for access to public transport like railways and buses. Hence, most students and faculty use public transport.

**Rain water harvesting** setup has been constructed on the premises for ground water recharge to contribute to the water table. The college is committed to responsible waste disposal and recycling practices. Waste management systems are put into place to promote minimal wastage and to facilitate **waste recycling**. The daily food-waste generated in the canteen, plant cuttings and trimmings are used for bio-composting. **E-waste drives** are organised to create awareness among the college students and staff about proper disposal of this environmental hazard. The E-waste collected is handed over to a recognised collection agency for proper disposal. **Paper and cardboard waste** are also handed over for recycling. Furthermore, the segregation of recyclable waste at source particularly **plastic bottles, and aluminium cans** is being done, and then sent for recycling. A bottle crusher has also been installed and the crushed bottles are also handed over for recycling.

The college works towards energy efficient lifestyle through optimal use of electricity and water. The classrooms witness **optimal usage of natural sunlight** by virtue of well-designed architecture thereby

keeping the need for artificial lighting as minimal as possible. Also, the college has ensured replacement of CFLs with **LED lights** in a phased-out manner to promote energy efficiency measures. It has lowered energy consumption and further helped to bring down the carbon footprint. Computers and air conditioners that are **energy efficient** are used throughout the campus and are serviced regularly to ensure optimal performance.

The services of a consultancy were engaged to further optimize energy consumption and identify energy saving opportunities. A comprehensive **audit of green, energy, and environmental aspects** has been conducted. The suggestions provided have been incorporated to further lower the overall carbon footprint.

Students are sensitized to the cause of environmental sustainability through **various activities within and beyond college campus**: beach cleaning drives, awareness programs on importance of cleanliness at public places, drives on water conservation, waste management, waste disposal. College trips conducted to villages and slum areas serve to educate on environment-friendly practices, promoting sustainable practices to the broader community.

The college thus lives up to its environmental obligation to society through fostering a generation of responsible citizens.

File Description	Document
Policy document on the green campus/plastic free campus	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.6

**Quality audits on environment and energy are regularly undertaken by the institution**

**The institutional environment and energy initiatives are confirmed through the following**

- 1.Green audit / Environmental audit**
- 2.Energy audit**
- 3.Clean and green campus recognitions/awards**
- 4.Beyond the campus environmental promotion and sustainability activities**

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

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.7

*The Institution has Differently-abled (Divyangjan) friendly, barrier free environment*

*Write description covering the various components of barrier free environment in your institution in maximum of 500 words*

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

#### **Response:**

Creating a differently-abled friendly, barrier-free environment in college is crucial for ensuring equal access and opportunities for all students, regardless of their physical abilities. This proactive approach not only complies with legal mandates but also reflects a commitment to diversity, equity, and inclusion, ultimately enriching the educational experience for the entire college community. By incorporating inclusive design principles, the college fosters a supportive atmosphere where students with disabilities can thrive academically and socially:

1. **Ramps/lifts for easy access to classrooms:** Strategically installed ramps and lifts throughout the premises provide smooth access for individuals with mobility impairments, to ensure they can navigate between different levels and areas such as classrooms, libraries, and recreational spaces without hindrance. Elevators complement this by offering vertical mobility, ensuring that all parts

of the institution are accessible to everyone, regardless of physical abilities.

2. **Divyangjan-friendly washrooms:** Design of Divyangjan-friendly washrooms involved having wider doors to accommodate wheelchairs, grab bars for support and stability, appropriate signage indicating accessible facilities, and lowered sinks and amenities for ease of use. Such facilities helped promote dignity and independence to the specific needs of the disabled, ensuring they are able to comfortably attend to personal hygiene throughout the day.
3. **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading:** Providing comprehensive support for enquiries and information retrieval involves offering diverse assistance options. Need-based assistance is provided for students with special needs. Human assistance, reader, scribe, and screen reading software are also available. Students from different faculties volunteer as scribes and are available for differently-abled students who need their assistance.
4. **Assistive technology and facilities for Divyangjan - Mechanized equipment:** There is also availability of an automated staircase climbing chair. Special lift chair has been purchased by the college. The chair is automatic and can climb up stairs making commuting through stairs easier for differently abled students and staff. This creates a sense of independent movement amongst differently abled students and staff allowing them to use stairs just like their counterparts.
5. **Other initiatives:** The NSS had organised voter awareness day on the 25th of January 2020 to include differently abled voters in voters list.

It is the responsibility of the college to uphold a barrier-free environment that accommodates the diverse needs of differently abled individuals. By ensuring accessibility through infrastructure, technology, and support services, Jai hind College Autonomous empowers all students to fully participate in academic and extracurricular activities. This commitment not only promotes inclusivity but also fosters a sense of belonging and equal opportunity, ultimately enriching the educational experience for every member of the campus community. Embracing these responsibilities strengthens the college's commitment to diversity and equity, setting a precedent for inclusivity in higher education.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 7.1.8

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).**

**Response:**

Embracing cultural, linguistic, and socioeconomic differences not only enriches the community but also promotes tolerance and understanding among its members. By valuing diversity, the institution cultivates a space where every individual feels respected, contributing to a more cohesive and productive organization.



Jai Hind college prioritizes efforts towards inclusivity to foster a harmonious environment where diversity is celebrated. 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.

**Literary exploration seminars** such as the National Seminar on 'Author Munshi Premchand' delve into the rich literary heritage of India, focusing on his works and themes. Such events serve as platforms for in-depth discussions on the socio-cultural aspects depicted in literature, fostering language appreciation, and critical thinking.

**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.

To **commemorate significant cultural milestones** like 75 Years of Indian Cinema, students were encouraged to engage actively with Indian cinema through dress-ups, performances, and thematic activities. Such events not only celebrate cultural heritage but also provide avenues for creative expression and immersion in the arts.

**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.

**Awareness programs**, such as guest lectures on specific communities, including 'Senior Citizens', and 'Tribals of India', shed light on the challenges faced by **marginalized communities**, fostering empathy and understanding among students. By delving into the social, economic, and cultural aspects of these communities, students gain insights into the importance of **inclusivity and social justice**. Similarly, seminar on the 'History of the Marginalized in India' provide a platform for critical analysis of societal issues and the exploration of avenues for addressing systemic inequalities. Through such discussions, students are empowered to advocate for social change and promote equity in society.

**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**.

In summary, these activities and initiatives collectively contribute to the promotion of social harmony, language appreciation, and cultural understanding among students. By engaging in literary exploration, cultural celebrations, awareness programs, and community engagement efforts, students develop a deeper appreciation for diversity and empathy towards others, laying the foundation for a more inclusive and harmonious society.

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

### 7.1.9

*Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens*

**Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.**

**Response:**

Institutions play a pivotal role in shaping individuals into responsible citizens. Through a wide array of initiatives, Jai Hind college instils the principles of justice, liberty, equality, and fraternity which help students to understand their rights and responsibilities in society.

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. These efforts sensitize the youth on basic rights and duties of citizens as listed in the Constitution. **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. **Seminars** on Indian Democracy are conducted to impart knowledge about the concept of democracy and the challenges therein. **Annual visits** are made to the Legislative house to witness the ‘Question hour’ and to ‘Chaitya Bhoomi’ to pay tribute and understand the views of Dr. Babasaheb Bhimrao Ambedkar, the chief architect of the Indian Constitution. The History Department conducts educational visits for the students to Vidhan Sabha and Vidhan Parishad to witness the budget session of the assembly. Such visits are aimed at acquainting students with the functioning and role of Vidhan Sabha and Vidhan Parishad in the policy making process of the Government.

To promote and disseminate the **principles, values, and teachings** of Mahatma Gandhi, the Philosophy Department conducted an expert lecture on the principles of Mahatma Gandhi. Such sessions foster discussions and exchange of ideas on concepts such as non-violence, truth, self-discipline, simplicity, and social justice, highlighting their relevance in today’s contemporary times in creating responsible citizens. The Rotaract Club (RCJC) along with the highly active NSS unit of Jai Hind college **celebrate important milestone events** in the history of our nation - Republic Day and Independence Day, every year. Such celebrations foster a sense of pride and acknowledgement towards various sacrifices made by prominent leaders for the freedom of the country. 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.

By promoting awareness of fundamental rights and duties and fostering a deep-seated respect for democratic principles, social harmony, the institution prepares students to contribute meaningfully to the nation's progress and uphold the foundational principles of India's Constitution.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.10

**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

- 1. The institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

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

<b>File Description</b>	<b>Document</b>
Report on the student attributes facilitated by the Institution	<a href="#">View Document</a>
Policy document on code of ethics.	<a href="#">View Document</a>
Handbooks, manuals and brochures on human values and professional ethics	<a href="#">View Document</a>
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	<a href="#">View Document</a>
Constitution and proceedings of the monitoring committee.	<a href="#">View Document</a>
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

***Best Practice 1:***

**Title: 'Green' consciousness**

**Objectives:**

- **Launch media campaigns** to create public awareness
- **Engage communities** towards participation in conservation efforts
- **Promote development of green cover**
- **Waste reduction, management, recycling**
- **Support renewable energy resources** to reduce carbon footprint
- **Foster partnerships** with NGOs, academia to amplify the impact

## Context and Challenges:

Design/implementation involve **challenging issues**:

- Hindered cooperation due to **ingrained habits and varying levels of awareness**
- **Balancing demand for resources**
- **Adoption of sustainable practices** due to **economic pressures**
- **Supportive government policies**

## Practice:

Initiatives adopted in areas of **energy conservation, waste management, biodiversity promotion, community engagement** to promote a circular economy:

- **Renewable Energy Sources: Installation of Roof-top Solar Photovoltaic Panels with Net Metering Facility** on the terrace of both buildings harnesses clean energy.
- **Landscaping: Improvement of green cover** on campus with indigenous plants, trees, vertical garden wall to promote air quality.
- **Restricted entry of vehicles into campus:** Entry of vehicles restricted to a few staff and guests. **Carpooling** is encouraged to **lower emissions. Public transport like rail and buses** encouraged.
- **Green, Energy and Environment audit:** A **comprehensive audit** conducted to identify energy-saving opportunities and suggestions incorporated.
- **Waste Management & Water Conservation: Bio-composting pit** operational with canteen food-waste, shredded leaves and plant cuttings. Promotional drives organised to create awareness, collection and disposal of **e-waste**. Likewise, **waste such as paper, cardboard, plastic bottles, aluminium cans** are handed for recycling post **segregation at source**. A **bottle crusher help** crush bottles for recycling. **Rainwater harvesting** setup constructed to contribute to the water table. **Recycling of water** also promoted **in laboratory set-ups** of Botany/Chemistry experiments.
- **Energy Initiatives: Well-lit classrooms** with ample ventilation optimise usage of natural light. Replacement of CFL with **LED lights** lowers energy consumption. **E-mails opted** for paperless communication. **Energy-efficient computers, air conditioners** are used and serviced regularly for optimal performance.
- **Green Club:** Helps **engage youth to create awareness** on issues like pollution, climate change. **'Plantonate' – a donation drive of saplings, plant cuttings** for propagation, initiated for landscaping. **Games, role plays and social media** (Instagram) used to spread the message of 'living green' across college and beyond.
- **Beyond the campus initiatives:** Department cells, associations involved in **beach cleaning drives, promoting awareness on cleanliness at public places, water conservation measures, proper waste disposal**, adoption of villages and focus on slums for educating and creating awareness.

## Evidence of Success:

- Solar panels with wheeling to grid helped in **energy conservation**.
- **Waste management** of bio-degradable/non-biodegradable waste minimised waste generation, facilitated **recycling**: recycled envelopes, diaries, letterheads for office use.
- Energy efficient LED lights lowered **energy consumption**.

- Initiatives in creating **awareness** about environment-friendly habits helped building **sensitisation** of the public towards judicious use of resources. The College has adopted a village in Palghar district under NSS initiative.

### **Problems Encountered and Resources Required:**

- **Funding Solar Panel Installation:** Achieved through a RUSA 2.0 grant.
- **Overcoming Space Constraints:** Addressed with the development of a vertical garden, maximizing space utilization.
- **Compost Pit Maintenance:**
  - Dedicated staff assigned from maintenance and canteen departments.
  - Student volunteers contribute to upkeep.
- **Spreading Awareness:**
  - NSS unit and volunteers organize community engagement programs.
  - Collaboration with NGOs through Enactus, College Social Responsibility Cell, and the Rotaract Club.

### **Notes**

All the green initiatives align with our ethos and reflect our commitment to environmental stewardship, in consonance with Swachh Bharat Abhiyan, and principles of NEP 2020. The college has actively taken part in Swachh Bharat Abhiyan training programs conducted at BARC on waste management and disposal. E-waste drives were also collectively conducted with neighbouring colleges in the vicinity. Through a combination of above efforts, we aim to inspire and lead from the forefront towards a more sustainable future.

### **Best Practice 2:**

**Title: 'Learning through Doing'**

#### **Objectives:**

- To improve **understanding and retention of concepts** by putting learning into context.
- To **apply theoretical concepts** in a real-world environment.
- To provide **exposure to teamwork, interpersonal communication.**
- To **improve critical thinking, problem-solving skills.** Top of Form

#### **Context and Challenges:**

Implementation of experiential learning involve **challenges:**

- **Limited industry internships**
- **No provision of stipend** in some.
- **Allocation of time** for internship activities within the academic term.
- **Remote internships** go by works accomplished/tasks/ projects completed and **do not map the performance based on hours.**

- **Proof requirement** in the college format with stated hours **not always complied with by industry**

### Practice:

Measures taken for experiential learning through internships/on-job-trainings:

- Concept of experiential learning through **internship, adopted under Autonomy and embedded in Ordinances.**
- **Vocational programs, TTM and SD, revised to fortify internship hours.**
- For all **other programs, internships allotted 2 non-mandatory credits which reflects in grade card.**
- Constitution of **Internship committee.**
- Framing of **Internship policy / guidelines** for effective implementation.
- **Appointment of Industry experts on the Board of Studies/ Internship committee/ department internship hub** provide suggestive measures **to facilitate opportunities.**
- **Industry-aligned programs, BBA and MSc BDA,** developed to give thrust to skill-based learning.

### Evidence of Success

- **Surge in number of internships undertaken and completed.**
- Substantial number of **internships was converted into placement offers.** Companies like **Morgan Stanley, Ernst & Young, Admatazz, Just Deliveries, Pluckk, Go Digital Technology Consulting LLP, End Point IT Services Pvt Ltd.** offered jobs to the students who interned under them.
- During Covid, saw students availing opportunities **in global companies.**

### Problems Encountered and Resources Required:

- **Overcoming Internship Scarcity:** The Board of Studies (BOS) members and alumni provide internship suggestions and opportunities to students.
- **Balancing Work and Studies:** Combining internship hours with mandatory academic requirements of classroom contact-learning, assignments, assessments.

#### Solutions:

- Working during breaks (summer/Diwali).
- Working on weekends (if permitted).
- Virtual internships.
- Course content readjustment especially in vocational, industry-aligned, and post-graduate programs, to accommodate internship hours.
- **Maintaining Quality Standards:**
  - Mandatory internship completion letter from the workplace.
  - Presentation/Internship report/viva to be given on internship experience.

### Notes

Internships are viewed as a doorway in facilitating better career paths. Such an initiative is in alignment with the vision of college to produce employable youth as well as of the nation as outlined under NEP

2020 which emphasizes skill-based learning.

## 7.3 Institutional Distinctiveness

### 7.3.1

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

**Response:**

**TITLE: "From Job-seekers towards Job-creators: The Journey"**

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).

#### **Activities**

**1. 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. Notable speakers include -

- Gaurav Gaba, Senior Manager, Flipkart.
- Shreyans Dhingra, Product Management, JP Morgan Chase & Co.
- Sneha Basu Roy, Startup & VC Partnership Manager, Google.

**Outcome:**

- Establishes a link between innovation and entrepreneurship.
- Identifies learning experiences from mentors' journeys.

**2. 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. Speakers included -

- Kavita Bothra, Partner, Primassure, LLP.
- Avik Ashar, VC Scout, Saison Capital, Angel Investor.

**Outcome:**



- Gain a broader perspective on industry trends, market dynamics, and strategic planning.
- Develop refined business models, robust financial strategies, and compelling investor pitches.

**Additionally, participants valued securing follow-up meetings beyond just raising funds.**

**3. ENNOVATE: Fostering Innovation:** This five-day event features business competitions aligned with current market trends, equipping participants with the skills needed to thrive in today's dynamic business environment.

Few workshops -

- Nishant Jhaveri ("Rise of Cloud Kitchens in India").
- Parang Mehta ("Day Trading for a Living").
- Ameya Abhyankar ("Risk Mitigation Workshop").
- Ranganath Thota ("Crowdfunding 101").
- Manish Maryada ("Gaming x Finance") helped budding entrepreneurs.

**4. E-Cell & Skill Hub Platform:** A platform for Eco-Friendly and Vegan Startups was provided through the 'Walkathon' event.

**5. IPR Awareness:** In collaboration with DPIIT, Kapila Scheme's 'Intellectus' program promoted IPR awareness through one-week online sessions attended by 1,200 participants. Prominent speakers included Dr. Latiwa Dawara (Patent Office, Mumbai), Mr. Quaiser Alam, and Dr. (CS) Yashree Dixit.

**Outcome:**

- Equip participants with vital skills to protect creative assets (trademarks to patents).
- Ensure brand integrity and legal compliance.
- Empower to combat counterfeiting.
- Explore licensing opportunities.

**6. The Global E-Summit:** Launched in 2016 and expanded globally in 2020, the Entrepreneurship Summit serves as a national platform for startups. Collaborations include Maharashtra State Innovation Council, Start-Up India, Ministry of Electronics and Information Technology (Government of India), Rise Mumbai, Digital India, and Wadhvani Foundation. The annual Global E-Summit, highlighted by the flagship 'Startup Competition,' offers a stage for emerging ventures. Representatives from 30 colleges convened at E-Leaders Meet. Keynote speakers:

- Kainaz Messman, Founder of Theobroma.
- Ramanan Ramanathan, Additional Secretary of Government of India.
- Sharad Sanghi, MD & CEO, NTT Netmagic.
- Ram Gopal, CEO, Barclays Bank, India.
- Chandrakant Salunkhe, Founder & President, SME Chamber of India, Start-up Council of India.

**7. Start-Up Exposition:** This event provides a platform to showcase prototypes, products, and build connections with mentors, industry experts, and potential investors. Incubatees present and pitch their ventures to stakeholders. Participants included notable startups like Evaluator, Snowcode, Crayboard, Ksham, and Rcube. Mentors provide guidance through constructive feedback:

- Mohit Shukla, MD & Legal Head, Barclays.
- Nidhi Saraf, Founder & CEO, Key Ventures.
- Peshwa Acharya, President, Brightcom Group.
- Anshul Arzare, Joint MD & CEO, YES Securities.
- Anjan Gupta, Executive Director, Morgan Stanley, Top venture Capital Voice.

**8. 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. Sessions included "**The Fintech Web: World of Payments and Beyond**," "**AI Tech by Microsoft for Startups**," and "**Friend or foe: Food and Technology**."

**9. Game of Enterprise Risk Competition:** Organized by the Institute of Risk Management India Affiliate, this competition enhances students' understanding of enterprise risk management through interactive exercises, promoting strategic risk assessment.

**10. Collaboration with Atal Incubation Centre:** Established in December 2021, this collaboration with the Wadhvani Foundation for a pre-incubation program **boosts innovation and supports new entrepreneurs**. Aligned with NITI Aayog's Atal Innovation Mission, it offers startups financial backing, mentorship, advanced infrastructure, and networking opportunities. Success stories include Yash Bachhawat's 'HOMESY' (training 120 students and supporting 50+ ventures). Team Conscious Chew praised the program's transformative impact. The incubator offers collaborative co-working space for registered startups.

**11. Mentor Board:** The Incubator & Accelerator Centre benefits from a strong Mentor Board with prominent business leaders and industry experts like -

- Peshwa Acharya, President, Group Strategy & Director- on-Board, Brightcom.
- Vijay Chandiramani, Founder, Certainty Consultants Ltd. (UK).
- Aazmeen Kasad, Legal consultant.
- Shriyans Bhandari, Founder & CEO, Greensole.

And many other luminaries.

**12. Pre-Incubation Program:** A session on Sustainable Growth Strategies by Ganesh Malani focused on collaborative efforts to identify and implement sustainable growth opportunities.

## Impact

The combined efforts of the Entrepreneurship Cell, Skill Hub, Incubator and Accelerator Centre have significantly influenced the entrepreneurial ecosystem. They nurture aspiring business leaders, shaping the job-creators of tomorrow. Initiatives like the ideation of an **NISP cell** at Jai Hind College and a **start-up policy** to aid legal advice are underway. Prominent registered startups include "The Language Network," "Cusp," and "Shiksha", from Jai Hind College Autonomous. Additionally, "Grace" (a registered startup from outside) demonstrates the impact extending beyond campus, promoting entrepreneurship and contributing to the nation's growing startup economy.

<b>File Description</b>	<b>Document</b>
Appropriate webpage in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

The unwavering dedication and vision of a small group of teachers from Karachi in 1948 led to the founding of Jai Hind College. What began as a modest two-room facility has, over 75 years, transformed into a vibrant campus with two multi-storeyed buildings in a prime location in the city of Mumbai. Today, as an Empowered Autonomous College affiliated with the University of Mumbai, Jai Hind stands as one of the city's leading educational institutions, offering a diverse range of programs under both Aided and Self-financed sections in accordance with UGC regulations. The college fosters an environment that nurtures each student's potential, helping them refine their skills and build essential competencies. Beyond the curricular framework across various faculties and disciplines, students also benefit from short-term skill development courses that contribute to their holistic growth. The college's numerous cells and societies, including the Student Council Cell, Wellness Cell, Entrepreneurship Cell, Sindhi Circle, and Marathi Vangmay Mandal, among others, provide platforms for students' all-round development. In line with the nation's goal of becoming self-reliant, the college's Incubator and Accelerator Centre has played a pivotal role in shifting mindsets from being job seekers to becoming job creators. This report highlights the college's ongoing journey in nurturing students' pursuit of knowledge, practical skills, and commitment to society on local, national, and international levels.

### **Concluding Remarks :**

Jai Hind College Autonomous upholds and maintains high standards of academic excellence by imparting quality and holistic education to its students empowering them to transform themselves into global leaders. Established in 1948 by a group of teachers who had migrated from Karachi, the college is managed by the Sind Educationists' Association Trust. Conferment of Autonomous Status in 2018-19, and Empowered Autonomous Status in 2023-24, has entrusted the college with additional responsibility to uphold its brand name. Affiliated to the Mumbai University, the College has implemented NEP 2020 and CBCS curricular framework with multiple entry and exit options. The College has made marked improvement in its infrastructural facilities, geared towards academic and physical augmentation, with the help of substantial amount of funds received from AUTONOMY, RUSA, DST- FIST, DBT-STAR

Our MOTTO "I WILL AND I CAN" propels the institution towards higher reaches of quality. From a two-room Arts College in 1948, the college now has two buildings and boasts of 24 UG programs, 5 PG programs and one Doctoral Program. In 24-25, the college introduced another new program, Bachelor of Commerce in Digital Strategy. Besides these regular programs, there are 51 Skill-based Certificate Courses of 30 hours besides a huge number of capacity-building value-added courses which give an opportunity to enhance employability and global competency. By identifying its strengths, weaknesses, opportunities, and challenges, the college has developed strategies to realize its perspective plan. The college shall continue to provide quality education and make a positive and lasting impact on the lives of its students, and contribute to building a strong and *Atmanirbhar* nation.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	<p><b>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</b></p> <p><b>2.1.2.1. Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>326</td><td>377</td><td>444</td><td>385</td><td>434</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>407</td><td>452</td><td>494</td><td>456</td><td>505</td></tr></tbody></table> <p><b>2.1.2.2. Number of seats earmarked for reserved category as per GoI/State Govt. rule year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>326</td><td>377</td><td>444</td><td>385</td><td>434</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>407</td><td>452</td><td>494</td><td>456</td><td>505</td></tr></tbody></table> <p>Remark : DVV has made necessary changes</p>	2022-23	2021-22	2020-21	2019-20	2018-19	326	377	444	385	434	2022-23	2021-22	2020-21	2019-20	2018-19	407	452	494	456	505	2022-23	2021-22	2020-21	2019-20	2018-19	326	377	444	385	434	2022-23	2021-22	2020-21	2019-20	2018-19	407	452	494	456	505
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3.1.2	<p><b>The institution provides seed money to its teachers for research</b></p> <p><b>3.1.2.1. Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>6.30</td><td>2.32</td><td>0</td><td>3.05</td><td>0.75</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></tbody></table>	2022-23	2021-22	2020-21	2019-20	2018-19	6.30	2.32	0	3.05	0.75	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0																				
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0	0	0	0	0																																					

	<p>Remark : DVV has made necessary changes</p>
3.1.3	<p><b>Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years</b></p> <p>3.1.3.1. <b>Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years</b>  Answer before DVV Verification : 38  Answer after DVV Verification: 23</p> <p>Remark : DVV has made necessary changes as per supporting document shared by HEI and has considered national/ international fellowship / financial support during the year</p>
3.2.1	<p><b>Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)</b></p> <p>Answer before DVV Verification :  Answer After DVV Verification :4.00</p> <p>Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have excluded grants given own trust and sister institution</p>
3.2.2	<p><b>Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years</b></p> <p>3.2.2.1. <b>Number of research projects funded by government and non-government agencies during the last five years.</b>  Answer before DVV Verification : 38  Answer after DVV Verification: 23</p> <p>Remark : DVV has made necessary changes as per supporting document shared by HEI and value have been downgraded as we have excluded grants given own trust and sister institution</p>
3.2.3	<p><b>Percentage of teachers recognised as research guides as in the latest completed academic year</b></p> <p>3.2.3.1. <b>Number of teachers recognised as research guides as in the latest completed academic year:</b>  Answer before DVV Verification : 8  Answer after DVV Verification: 5</p> <p>Remark : DVV has made necessary changes as per supporting document shared by HEI and value have been downgraded as we have considered teachers recognised as research guide</p>
3.4.2	<p><b>Number of candidates registered for Ph.D per teacher during the last five years</b></p> <p>3.4.2.1. <b>Number of candidates registered for Ph.D during the last 5 years:</b>  Answer before DVV Verification : 25  Answer after DVV Verification: 15</p>

Remark : DVV has made necessary changes

**3.4.3 Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years**

**3.4.3.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification : 60

Answer after DVV Verification: 31

Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded as we have considered Publication in the current UGC CARE with ISSN Number and has followed the calendar year (JAN-DEC)

**3.4.4 Number of books and chapters in edited volumes published per teacher during the last five years**

**3.4.4.1. Total Number of books and chapters in edited volumes published during the last five years**

Answer before DVV Verification : 75

Answer after DVV Verification: 34

Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded Publications with ISBN number and has followed the calendar year (JAN-DEC)

**3.6.2 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years**

**3.6.2.1. Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
48	26	21	35	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	05	02	16	05

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have excluded benefit for own students, events and activities organised within campus and have excluded national festivals like and Days celebration like Yoga Day, Women's Day etc

4.1.2	<p><b>Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years</b></p> <p>4.1.2.1. <b>Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</b>  Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>469.79</td> <td>124.62</td> <td>203.05</td> <td>104.66</td> <td>106.04</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>6.23</td> <td>3.90</td> <td>0.42</td> <td>3.83</td> <td>6.33</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per audit report shared by HEI and value have been downgraded as we have excluded expenditure on construction of building/ purchase of Lab equipment's/ academic equipment's/ furniture &amp; fixtures/vehicle during the year</p>	2022-23	2021-22	2020-21	2019-20	2018-19	469.79	124.62	203.05	104.66	106.04	2022-23	2021-22	2020-21	2019-20	2018-19	6.23	3.90	0.42	3.83	6.33
2022-23	2021-22	2020-21	2019-20	2018-19																	
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2022-23	2021-22	2020-21	2019-20	2018-19																	
6.23	3.90	0.42	3.83	6.33																	
4.2.2	<p><b>Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years</b></p> <p>4.2.2.1. <b>Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)</b>  Answer before DVV Verification:</p> <table border="1" data-bbox="304 1173 1046 1308"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>14.80</td> <td>6.49</td> <td>5.93</td> <td>14.71</td> <td>16.87</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1386 1046 1520"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>11.96</td> <td>6.24</td> <td>5.93</td> <td>11.60</td> <td>12.41</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per audit report shared by HEI and value have been downgraded as we have considered expenditure on purchase of books and journals</p>	2022-23	2021-22	2020-21	2019-20	2018-19	14.80	6.49	5.93	14.71	16.87	2022-23	2021-22	2020-21	2019-20	2018-19	11.96	6.24	5.93	11.60	12.41
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4.3.2	<p><b>Student - Computer ratio (Data for the latest completed academic year)</b></p> <p>4.3.2.1. <b>Number of computers available for students' usage during the latest completed academic year:</b>  Answer before DVV Verification : 480  Answer after DVV Verification: 245</p> <p>Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as per invoice bill shared</p>																				



**4.4.1 Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years**

**4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
271.32	154.19	130	182.98	186.00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
83.84	60.94	51.93	59.84	6.12

Remark : DVV has made changes as per audit report shared by HEI and value have been downgraded as we have considered repair and maintenance of physical facilities and AMC for academic facility during the year

**5.1.1 Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years**

**5.1.1.1. Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
151	3991	81	223	192

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
125	240	81	164	161

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded based on policy document shared by HEI

**5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases**

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

Answer before DVV Verification : A. All of the above  
 Answer After DVV Verification: B. Any 3 of the above  
 Remark : DVV has made necessary changes

**5.2.2 Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years**

(eg: NET/SLET/ Civil Services/State government examinations etc.)

**5.2.2.1. Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
117	49	31	16	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
114	48	27	14	7

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded due to repetitive names

**5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	17	14	43	23

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	10	09	16	07

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have excluded inter college awards and runner ups

**5.4.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:**

**5.4.1.1. Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
50	0	10	0	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : DVV has made changes as per supporting document shared by HEI and input value "0" has been considered as there was no Alumni Association Registration certificate

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	3	0	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	03

Remark : DVV has made necessary changes

**6.4.2 Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)**

**6.4.2.1. Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
437.1495 1	10.25751	50.25	40.26254	290.5241 7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

239.53	0.40	0.00	34.30	270.5217
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Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have excluded Funds from own institutions/ own trust and sister institutions, Contribution in the form of equipment / software etc and Grants received under criterion III & V

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>89</td> <td>91</td> <td>85</td> <td>84</td> <td>80</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>87</td> <td>84</td> <td>85</td> <td>76</td> <td>70</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	89	91	85	84	80	2022-23	2021-22	2020-21	2019-20	2018-19	87	84	85	76	70
2022-23	2021-22	2020-21	2019-20	2018-19																	
89	91	85	84	80																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
87	84	85	76	70																	
1.2	<p><b>Total number of full time teachers worked/working in the institution (without repeat count) during last five years:</b></p> <p>Answer before DVV Verification : 101</p> <p>Answer after DVV Verification : 97</p>																				
2.1	<p><b>Total expenditure excluding salary year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>989.14</td> <td>406.54</td> <td>767.46</td> <td>446.59</td> <td>404.02</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>171.26</td> <td>100.59</td> <td>77.11</td> <td>103.36</td> <td>87.94</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	989.14	406.54	767.46	446.59	404.02	2022-23	2021-22	2020-21	2019-20	2018-19	171.26	100.59	77.11	103.36	87.94
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