



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**JANATA SHIKSHAN MANDAL'S SMT. INDIRABAI
G.KULKARNI ARTS COLLEGE, J.B.SAWANT SCIENCE
COLLEGE AND SAU.JANAKIBAI DHONDO KUNTE
COMMERCE COLLEGE**

**J. S. M. COLLEGE ALIBAG, BEHIND STATE BANK, ALIBAG-RAIGAD
402201**

www.jsmalibag.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2017

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Looking back on the pre-accreditation condition of academics, infrastructure and administrative set up of our college, the positive change is unmistakable.

In the major thrust area of computerization of administration, we have successfully computerized processing of admission forms, enrollment, collection of fees, and examination results. Computerization of library indexing and accession is also progressing at a fast pace.

As regards inculcation of research culture among the teaching staff, from just 7 PhDs in 2011-12, today we have 14 teachers with Ph.D. As against just 7 teachers with NET/SET, we have today 20 teachers with NET/SET. The credit goes to the consistent encouragement by the IQAC.

Presentation and publication of research papers by teachers has also registered satisfactory progress. In 2010-11, there were only 4 teachers indulging in the activity. The figure has improved to 14 teachers involved in the activity in 2016-17

During the last 5 years, 10 placement camps were held in which 324 Students were interviewed and placements were offered to 83 of them. The activity will be boosted on a bigger scale in the coming years.

The measured roadmap laid out by the IQAC for betterment of infrastructure has produced commendable results. We have jumped from just 16000 Sq. feet in 2011-12 of lecturing area to 25000 Sq. feet in 2016-17. From just 14000 Sq. feet of laboratory area, we have leapt up to 25000 Sq. feet today.

For safety and monitoring 32 CCTV cameras are pressed into service.

Vision

"Arise, Awake and move to achieve the goal" - This is the motto of Janata Shikshan Mandal and our college always works in the light of this vision.

The vision ensures that access to higher education is open to all the disadvantaged sections of the society, that the goals of social justice and equity are paramount. We give great importance to the development of requisite skills among the girls and boys belonging to the weaker socio-economic strata, enabling them to survive and succeed in the competitive world. We strive to develop our students into socially responsible and cultured citizens.

Mission

The Mission of Institution is "We the management, staff and students of the JSM College are committed to Integrity, Creativity, Civility and Dignity of labour"

The motto of Institution is “Arise, awake and move to achieve the goal”.

The mission and motto ensures that access to higher education is open to all the disadvantaged section of society, that the goals of social justice and equity are fulfilled. Father of nation quoted on learning society as “Learning for life, learning from life and learning throughout life”. We give great importance to the development of requisite skills among the girls and boys belonging to weaker socio-economic strata, enabling them to survive and succeed in competitive world. We strive to develop our students into socially responsible and cultured citizens.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- College results are higher than University result percentage.
- NCC unit from the beginning of the college 1961 and NSS unit from 1969.
- Most of the executive committee and local management committee members are our alumni.
- The only college providing hostel facility on the campus to girls for the last 55+ years.
- 5 acres of serene campus right on the seashore in the centre of Alibag with easy access to bus stand for more than 60% students coming from outside.
- The only college with 2 professorships sanctioned.
- Excellent rapport between the management and staff.
- Not a single case of exploitation, victimization of members of staff.
- Near total absence of cases of campus violence, eve teasing, sexual harrasment at work place.
- Satisfactory level of implementation of staff welfare schemes.

Institutional Weakness

- Dwindling strength of Arts faculty students.
- Alumni Association not functioning.
- Research activities insufficient.
- UGC development grants not availed.

Institutional Opportunity

- More teachers can take up minor/ major research projects.
- Introduction of Bridge courses/ short term courses/ certificate courses.
- Improvement of dwindling attendance in classroom.
- Scope for Industrial collaborations.

Institutional Challenge

- Parent-Teacher interaction should be strengthened.
- Quality of research should be enhanced.
- Separate ladies staff room be provided.

- Campus interviews & Placement activities be encouraged.
- Number of rank holders and quality of results are to be enhanced.
- Student's participation in research, sports, cultural activities needs to be augmented.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

1. Three of our staff members are involved at the University level in curriculum planning. For effective delivery, curricula are uploaded on the college website along with the academic calendar. The teachers regularly attend orientation programs whenever the University changes the curricula. The teachers also sincerely evaluate learner's achievement to assess the efficacy of the curriculum delivery.
2. 94.12% of our academic programs are elective or they belong to Choice Based Credit System.
3. Issues relevant to gender, sustainable development and human values are incorporated at the various levels of the programs across all faculties.
4. The number of students undertaking field projects or internships is only 80 i.e. 3.78%. The main cause is that the prescribed University syllabi till today have very little scope for field projects and internships. We are aware that we should start vocational courses in which these two extremely important aspects can be given pivotal position.
5. We must acknowledge that we have collected feedback only from the students but the feedback from teachers, alumni and parents has to be collected. We need to rectify these shortcomings.

Teaching-learning and Evaluation

1. We have registered consistent growth in the admission of students in the last five years. We have a distinct advantage of more than 50% of students admitted from the reserved category for all the five years.
2. In order to enhance learning experience of students, our strategy is not to teach but help students teach themselves. We adopt flexible strategy to address the needs of students belonging to all intellectual levels. The focus is on development of skills and enhancement of problem solving aptitude.
3. We have registered sizable growth in number of teachers using ICT. Students of the day are highly techno savvy. Use of ICT in teaching and learning is a boon to generate interest and ease of comprehension of the area of study.
4. We have filled 88.89% of sanctioned teaching posts which is a remarkable figure. 28.41% of them have acquired Ph.D. and average of teaching experience at 15.37 years signifies that we have a judicious mix of the seasoned and seasonable teachers.
5. The university has all along experimented with patterns of continuous evaluation. We have followed the prescribed systems rigorously which variously include theory examinations, practical, projects, assignments, and viva.

Research, Innovations and Extension

1. Our extension and outreach activities through NSS have registered satisfactory collaboration with community and non-governmental organizations. So also the average percentage of student's participation is also commendable at 43%

2. We acknowledge that research collaboration is not up to the mark. The reason being that we are surrounded by industries manufacturing metal and metal products. Given the content of science syllabi there is limited scope for providing research input to these enterprises. Nevertheless, we acknowledge that there is scope to source grants from non-governmental agencies for research.
3. In order to inculcate research culture among students and to encourage them to think of original and novel ideas, we promote their participation in University research convention and field visits.
4. Number of Ph.D.s awarded, number of research papers in notified journals, number of books and chapters published; papers in national and international conferences are woefully below expected mark.
5. Number of linkages for internships, field trips, on the job training and research has stagnated below 7 all through the five years which needs to be uplifted substantially.
6. Number of functional MOUs with Institutes and industries has risen from 2 to 7 in the last 5 years.

Infrastructure and Learning Resources

1. Our planning for development of infrastructure in terms of classrooms and labs has been adequately fulfilled. We have 11 classrooms with 120 seats each utilized in 2 shifts to engage 14 classes and 25 rooms of between 20 to 60 seats each to engage 23 classes of smaller student size. Similarly we have 18 laboratories used in two schedules to engage science practical.
2. We have provided each department with enough computers with internet connectivity. We also have 17 classrooms (44.74%) with ICT facility which is a reasonable number.
3. We have allocated 35% of the budget for infrastructure development and 4.9% on maintenance of facilities.
4. Our library having carpet area above 5000 sq.ft. is in possession of over 70000 books and subscribes to 88 print journals for 3000 students and 150 staff members. We also have substantial number of e-books and e-journals accessible. The library uses SOUL 2.0 software for integrated library management.
5. Our proud possession is rare books and manuscripts which are 434 in number.

Over the years, we have provided internet access to student and staff free of cost at five different points and free wi-fi at 13 locations

Student Support and Progression

1. 55.9% students availed the benefit of the scholarships and freeships of the government while 3.25% students were awarded institutional scholarships.
2. We have provided counseling and guidance in competitive exams, career counseling and remedial coaching.
3. Vocational educational training is not part of the any of the degree programs as prescribed by the University. We have yet to start such courses as initiative of the management.
4. The areas of students' placement, progression to higher education and students qualifying in NET/GATE/ CAT/ civil services commission is much below reasonable mark.
5. Number of awards and medals won by students in sports/ cultural activities is 51 in 5 years. This unsatisfactory state can be attributed to non-availability of top class professional coaches in the semi-urban surroundings.
6. Our top management and 46.38% of teaching staff are alumni. Their affinity and dedication for the institution results in their substantive role in the growth of institution. The alumni play a critical role in the affairs of NCC and NSS. They have also contributed financially for the development of the

Governance, Leadership and Management

1. The IQAC and the management have painstakingly devoted their energy to the development of physical and technological infrastructure, computerization of administrative processes and increasing use of ICT in teaching and learning which has culminated in substantial progress.
2. The college functions through 22 statutory and non-statutory committees with just representation to teaching, non-teaching staff and students. These 22 committees plan, execute and monitor execution of admissions, examinations, teaching and learning in the professional and purposive manner. The University statute, rules and regulations are scrupulously followed.
3. civil construction, purchase of material, commissioning of agencies is carried out with strict adherence to established statute and accounting procedures. All the related documents are audited and discussed in statutory bodies. In truthful implementation of Right to Information act, all the information with regard to college administration is displayed on the college website and printed in the prospectus and annual reports.
4. We have introduced e-governance mechanism in admissions, support services and examinations.
5. Effective welfare measures like medical reimbursement, leave travel concession and credit cooperative society are managed efficiently. All the career advancement benefits are given to the staff promptly.
6. We upload requisite information on the AISHE and MIS portals.

Institutional Values and Best Practices

1. Our institution is committed to gender justice. More than 60 to 70% of our students are girls while 29 out of 79 staff are female.
2. Our Women's Development Committee consistently organizes sensitization programs in gender justice legal provisions and self defense to the ladies staff and the girl students.
3. We have created an innovative practice of harvesting rainwater and utilizing it as de-mineralized water for chemistry experiments. This way we have saved huge capital and recurring cost on procurement of 20000ltrs of distilled water from the market.
4. In order to keep the campus pollution free, we have zealously protected and maintained green cover with rich biodiversity on the 5 acres of our campus. The teaching and laboratory areas are kept inaccessible to carbon emitting vehicles.
5. Anniversaries of nation builders and important national days are celebrated with fan fair to keep alive the memories and the message of the towering personalities which will help students lead their lives in the right direction. We have also evolved innovative practices like '12 Hours to Reading' to imprint the value of attainment of knowledge on the minds of the students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	JANATA SHIKSHAN MANDAL'S SMT. INDIRABAI G.KULKARNI ARTS COLLEGE, J.B.SAWANT SCIENCE COLLEGE AND SAU.JANAKIBAI DHONDO KUNTE COMMERCE COLLEGE
Address	J. S. M. COLLEGE ALIBAG, BEHIND STATE BANK, ALIBAG-RAIGAD
City	Alibag
State	Maharashtra
Pin	402201
Website	www.jsmalibag.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Anil Kamalakar Patil	02141-282452	7057030033	02141-28245 3	iqac@jsmalibag.ed u.in
IQAC / CIQA coordinator	S. A. Kanade	02141-225008	9011110265	-	sadakanade76@gm ail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
Date of establishment of the college		01-06-1961		
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Maharashtra	University of Mumbai	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	28-11-1974	View Document		
12B of UGC	28-11-1974	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	J. S. M. COLLEGE ALIBAG, BEHIND STATE BANK, ALIBAG-RAIGAD	Semi-urban	5	7800

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English	36	H S S C passed		240	9
UG	BA,Hindi	36	H S S C passed		240	71
UG	BA,Marathi	36	H S S C passed		240	53
UG	BA,Political Science	36	H S S C passed		240	123
UG	BA,Economics	36	H S S C passed		240	49
UG	BA,Geography	36	H S S C passed		240	93
UG	BCom,Commerce	36	H S S C Commerce or MCVC or vocational or Science passed		480	462
UG	BSc,Chemistry	36	H S S C Science passed		240	224
UG	BSc,Botany	36	H S S C Science passed		240	128
UG	BSc,Physics	36	H S S C Science passed		240	151
UG	BSc,Computer Science	36	H S S C Science passed in single attempt with minimum forty five percent marks and		48	23

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			mathematics as compulsory subject			
UG	BSc,Information Technolgy	36	H S S C passed in single attempt with minimum forty five percent marks and mathematics as compulsory subject		60	50
UG	BMS,Manag ement Studies	36	H S S C passed in single attempt with minimum forty five percent marks		60	59
PG	MA,Hindi	24	Any graduate		60	9
PG	MA,Marathi	24	Any graduate		60	10
PG	MSc,Chemis try	24	B Sc Chemistry		20	20
Doctoral (Ph.D)	PhD or DPhil,Botan y	48	M Sc Botany		8	0

Position Details of Faculty & Staff in the College

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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	2				15				28			
Recruited	1	0	0	1	14	1	0	15	16	7	0	23
Yet to Recruit	1				0				5			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				30			
Recruited	0	0	0	0	0	0	0	0	9	21	0	30
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				57
Recruited	37	6	0	43
Yet to Recruit				14
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	5	1	0	6
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	0	0	0	0
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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	0	0	6	4	0	14
M.Phil.	0	0	0	3	0	0	2	1	0	6
PG	1	0	0	14	1	0	16	7	0	39
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	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	6	16	0	22
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	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	3	5	0	8
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		5	0	0

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

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Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	803	0	0	0	803
	Female	1293	0	0	0	1293
	Others	0	0	0	0	0
PG	Male	30	0	0	0	30
	Female	60	0	0	0	60
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	34	36	45	51
	Female	52	55	68	76
	Others	0	0	0	0
ST	Male	13	17	20	18
	Female	18	26	31	26
	Others	0	0	0	0
OBC	Male	680	728	748	704
	Female	984	904	925	1102
	Others	0	0	0	0
General	Male	140	160	161	144
	Female	237	238	251	223
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		2158	2164	2249	2344

Extended Profile

1 Program

1.1

Number of courses offered by the institution across all programs during the last five years

Response: 17

1.2

Number of self-financed Programs offered by college

Response: 6

1.3

Number of new programmes introduced in the college during the last five years

Response: 1

2 Students

2.1

Number of students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2301	2340	2249	2184	2158

2.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
1797	1835	2001	1747	1782

2.3

Number of outgoing / final year students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
678	605	612	648	614

2.4

Total number of outgoing / final year students

Response: 3156

3 Teachers

3.1

Number of teachers year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
40	40	41	42	37

3.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
40	40	41	42	37

3.3

Number of sanctioned posts year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
45	45	45	45	45

3.4

Total experience of full-time teachers

Response: 1030

3.5

Number of teachers recognized as guides during the last five years

Response: 4

3.6

Number of full time teachers worked in the institution during the last 5 years

Response: 42

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 38

4.2

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
399.79	379.27	320.10	380.35	328.31

4.3

Number of computers

Response: 125

4.4

Unit cost of education including the salary component(INR in Lakhs)

Response: 0.449

4.5

Unit cost of education excluding the salary component(INR in Lakhs)

Response: 0.161

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

Response:

In any education system the planning and implementation of curriculum is a key factor in realization of broad educational objectives. In Indian higher education system the curriculum is designed at the university level in accordance with the government's policy on education. The affiliated colleges have to implement the curriculum designed by the university in a prescribed manner.

However it does not mean that affiliated colleges have no role in the planning and development of curriculum of a particular university. Colleges can contribute in the process in a number of different ways.

Our institute (J.S.M. College, Alibag) has been contributing in the process in various ways. Two of our staff members have been working as members of Board of Studies in their respective subjects and thus playing a key role in the designing of syllabus of different papers of their subjects. They work incessantly on the diagnosis of their needs of the students of the rural areas like ours and make significant suggestions in the various meetings of the boards of studies.

One of our faculty members has worked as a member of academic council of the Mumbai University making significant contribution in the policy development.

Dr.Anil Patil, the principal of the college has worked as the Director, Board of Colleges and University Development as well as the Director of Academics and Planning during the assessment period. He has been working in his capacity for the proper implementation of the government and university's educational policy.

Each of our faculty members has attended different seminars, conferences, workshops and demo lectures on the revised syllabi of their respective subjects and also current issues. They have presented papers and put forth their ideas and suggestions on certain issues. They have time and again remained in touch with the university authorities and taken guidance for the effective and student friendly implementation of the curriculum

The implementation of curriculum at the college level is also very important. In our institute it is done through the Academic Calendar which is prepared every year well in advance before the commencement of the academic year. Thus the students get a clear cut idea of what they have to do throughout the year. The monitoring of Academic Calendar is done by Academic Calendar and Supervision Committee of the college.

Evaluation of the learners' achievement is an indispensable part of curriculum planning and implementation. Our institute strictly follows the evaluation pattern prescribed by the university. All the staff members sincerely contribute in evaluation process of the students' performance at the college and

university levels.

Thus the college works in tandem with the university for the effective implementation of the curriculum.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 2

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	1	0	0

File Description	Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 4.5

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	3	1	1	1

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years	
Response: 0	
1.2.1.1 How many new courses are introduced within the last five years	
File Description	Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented	
Response: 94.12	
1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.	
Response: 16	
File Description	Document
Name of the programs in which CBCS is implemented	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years											
Response: 1.37											
1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years											
<table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>99</td> <td>0</td> <td>57</td> <td>0</td> <td>0</td> </tr> </tbody> </table>		2016-17	2015-16	2014-15	2013-14	2012-13	99	0	57	0	0
2016-17	2015-16	2014-15	2013-14	2012-13							
99	0	57	0	0							
File Description	Document										
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document										

1.3 Curriculum Enrichment

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

Response:

Being an affiliated college, we cannot formulate our own courses dedicated to specific issues like gender, environment and sustainability, human values etc. as such, we don't have core courses addressing the above specific issues with the focus on social relevance. Never the less, all these issues are given primary significance in a variety of courses across all the faculties.

Three of our staff members have contributed to incorporation of these issues into the curricula as members of the Boards of Studies, in Political Science, Geography and Physics.

Salient examples of incorporation of above issues in the curricula are as under:

- Study of bio-diversity – one separate paper at SYBSc in Botany in semester III.
- Plant diversity: one separate paper in Botany at SYBSc
- Ecology and Environment: A separate unit at Botany Syllabus in SYBSc
- Right to Information: transparency and accountability, ethics, approaches to ecology and environment, ecological spirituality, in Foundation Course at SY semester IV.
- Female feticide, violence against women, indecent portrayal of women in media, role of women in politics, and trafficking of women in Foundation Course in FY.
- Case studies in Environmental disaster and environmental degradation in Foundation course at FY
- Gender Politics, Feminism, transparency and accountability in administration, e-governance, in political science at FY and SY BA.
- Sustainable agriculture, sustainable development in geography at TYBA Paper V
- Feminism and Dalit Literature in Marathi at TYBA Paper VI

Thus our college teaches the above socially relevant issue of our times in order to sensitize the students and to create a sense of responsibility and activism with respect to these issues.

File Description	Document
Link for Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 0

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 3.78

1.3.3.1 Number of students undertaking field projects or internships

Response: 80

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise

Response: D. Any 1 of the above

File Description	Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

Response: C. Feedback collected and analysed

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.05

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	2	1	2

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 74.19

2.1.2.1 Number of students admitted year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2301	2340	2249	2184	2158

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3184	3040	3040	2950	2928

File Description	Document
Institutional data in prescribed format	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 99.96

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

2016-17	2015-16	2014-15	2013-14	2012-13
1797	1833	1999	1747	1782

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

The BMS Department organizes orientation of the new entrants to familiarize them with the course content, the context of the content of the syllabus .the internal and external examination pattern and future opportunities and challenges .All the other departments appraise their students about the syllabi ,their scope,expected level of study in the initial lectures and guide them regarding the source material ,examination pattern ,techniques of self-study.The teacher asks preliminary questions to probe the information level of the students and plan their method of teaching accordingly.

In 2012-13 remedial coaching was undertaken for reserved category of students and also for slow learners.

Every teacher with experience gauges the learning ability of students and explores flexible approach to satisfy the needs of students belonging to all level of ability.

File Description	Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio

Response: 253:8

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls	
Response: 0.05	
2.2.3.1 Number of differently abled students on rolls	
Response: 1	
File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

<p>2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences</p> <p>Response:</p> <ul style="list-style-type: none"> • Students first : <p>We conduct the lectures keeping student-first-approach.</p> <ul style="list-style-type: none"> • Activity learning : <p>Teaching topic is better elaborated with the help of activities related to the topic.</p> <ul style="list-style-type: none"> • Emphasize on each student's interest, abilities, and learning styles : <p>Each student in classroom has different understanding level as each have different interests, abilities, & learning styles. So such teaching methods are employed so as to encourage students to use their abilities to understand the topic.</p> <ul style="list-style-type: none"> • Place teacher as a facilitator of learning for individuals : <p>The role of teacher is to guide the students in the right direction to avoid diversion in their attention.</p> <ul style="list-style-type: none"> • Develop learner independence : <p>The students are helped to develop their own understanding of the subject & are provided required material.</p> <ul style="list-style-type: none"> • Focus on skill-development & problem-solving approach : <p>In subjects like Mathematics, Physics, mere understanding of the topics is not enough. The concepts &</p>

formulae must be used by students only. This makes the students better prepared in understanding the topic theoretically as well as practically.

- Students are given opportunity to evolve :

Students are encouraged to lead & develop on their own to maximize their skills.

- Students to be active, responsible for their own learning at their own pace :

Students with different abilities & skills are given enough time to cope with the demands of the subjects and in the way become more active.

- Teacher becomes a participant & co-learner :

In such a way, a teacher in a classroom becomes an active participant and learns in the process of teaching.

File Description	Document
Link for Additional Information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 43.28

2.3.2.1 Number of teachers using ICT

Response: 29

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 54.33

2.3.3.1 Number of mentors

Response: 39

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

Use of ICT :

Teachers use multimedia for presentations including YouTube clips and allow students to respond critically to the main ideas, implications, strengths and limitations of presentations.

Encourage students to prepare PPT on topics :

While teaching theoretical subjects, the students are instructed to prepare a PPT on the given topics. The students work in groups to prepare their presentations. It's an open house activity wherein the teachers and the fellow students are free to react to strengths & weaknesses of the presentations.

Suggest Case study topics to enhance their practical knowledge :

The syllabus is not the limit, it is only a framework. Using that as a base, the teachers acquaint the students with the vast scope of the subject beyond the syllabus and enlarge their knowledge-base. The teachers are keen to familiarize the students with emerging horizons, new innovations, and current trends in the vast body of knowledge. But as a teacher, if we feel necessary that the specific point is to be learned by the students in detail, we give a case study on that topic. In this way, the students are given an opportunity to get well-acquainted with the subject.

Industrial visits :

In order to acquaint students with the applications of the theoretical knowledge, we organize Industrial visit. The industrial visit has its own importance in a career of a student who is pursuing a professional degree like IT or BMS courses. It provides students an insight into the applied aspects of the knowledge gained in a classroom.

Hands-on learning :

Students show more enthusiasm & interest in carrying out subject-activities rather than mere listening to a lecture. It helps them to gain better understanding of the subject. The students easily get connected to the scientific concepts & they can verify the outcome instead of being told to believe it.

Group-work learning – Flexible classroom layout :

It helps the students to work collaboratively, communicate, and engage in critical thinking in subjects testing problem-solving skills of the students.

Encourage group-discussions :

In some subjects, a class-time is reserved for students to get engaged in formal debate & discussion. That helps better comprehension of the concepts of the subjects & also develops critical & communicative skills of the students.

Posters related to the subject :

A picture is worth a thousand words. Some scientific concepts and processes are better explained with the help of diagrams. The students willingly prepare the posters that describe these concepts with the help of suitable diagrams. We stick these posters in the lab so that these can be regularly studied by students for future references.

Team building exercises :

A classroom may contain students from different locations, financial conditions, vast cultural differences & different abilities. A team building exercises help cultivate trust, support and respect among the group, positively affecting the classroom environment. These exercises can also help to throw light on the strengths and weaknesses of the students.

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 88.89

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 8.8

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	3	3	1	9

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 15.37

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 15

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	1	2	2	1

File Description	Document
Institutional data in prescribed format	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 2.22

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	1

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

Being an affiliated College, it is obligatory to implement internal and external evaluation pattern as prescribed by the University from time to time. From 2011-12 onwards University of Mumbai has adopted an amended evaluation system as under-

In 2011-12 Choice Based Credit System (CBCS) under the semester pattern was implemented. The evaluation was in two parts as under-

A] 40 marks for internal assessment by way of continuous evaluation.

B] 60 marks at the semester end examination

The procedure for internal assessment for the course without practical was the following:-

1. One class test /case study/ online examination to be conducted on given topic for -- 20 marks.
2. One assignment based on given curriculum and to be assessed by concerned teacher – 10 marks.
3. Active participation in routine class instruction deliveries – 05 marks.
4. Overall conduct as a responsible learner, manners and articulation and leadership qualities in organizing academics related activity – 05 marks.

By considering instruction given by university in academic year 2012-2013 our college conducted class test of 20 marks. For class test college examination committee prepared a centralized time table and conducted the class test within 4 days for the entire program and all the faculties.

In the academic year 2013-2014 the same internal and external examination pattern was in force.

If a learner fails in internal assessment in either of the years, he/ she was allowed to reappear for internal examination which consisted of one project documentation of 20 marks, 10 marks for presentation and 10 marks for viva and interaction.

In academic year 2014-2015 the Mumbai University revised the internal and external evaluation pattern from 60:40 to 75:25.

In this revised pattern unit test of 20 marks and 5 marks for attendance were prescribed. Unit test was conducted by respective teacher without disturbing time table of others. The same pattern of internal

evaluation system continued in the academic year 2015-2016.

Since 2016-2017 Mumbai University revised the pattern again. There is no internal evaluation in any subjects of B.A. / B.Com. / B.Sc. except Foundation course at the first year and second year. 75:25 pattern remains in force in Foundation Course paper at the FY and SY across all faculties. For all other subjects at the FY and SY level students undergo 100 marks semester end theory examination.

But in a self financed professional courses(C.S./ I.T. and B.M.S.) 75:25 pattern is applicable.

File Description	Document
Link for Additional Information	View Document

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

With reference to the discussion of University Grant Commission (UGC)(D.O.No. F.1-2 / 2008-XI plan dated January 31, 2008 from the chairman UGC) and University of Mumbai Circular No UG / 69 of 2011 dated 18th April 2011 Credit and Grade Point system has been implemented from academic year 2011-2012.

According to that system the performance of the learner shall be evaluated in two parts :-

1. Internal Assessment with 40% marks by way of continuous evaluation of Assignment and project work throughout the year.
2. Semester end assessment of 60% marks by conducting Theory Examination.

The Modality of assessment for Internal evaluation 40 % as

- | | |
|---|----------|
| 1. Two periodical class test | |
| 2. Case studies / on line test or a combination of these | 20 marks |
| 3. One assignment | 10 marks |
| 4. Active participation in class instructional deliveries (attendance) | 05 marks |
| 5. Overall conduct as a responsible student, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities | 05 marks |

Total 40 marks

The same pattern of examination (60:40) was implemented in academic year 2012-2013 and 2013-2014.

In academic year 2014-2015 the pattern was revised and internal assessment become 25% instead of 40% and semester end assessment for 75%.

The same pattern of examination (75:25) implemented in academic year 2015-2016.

In the academic year 2016-2017 evaluation pattern was again revised 100% evaluation carried out by written examination. There is no any internal evaluation.

As far as the internal assessment is concerned between academic year 2012-13 and 2015-2016, the college carries out internal assessment in the form of Unit Test / Online examination and maintains the attendance and performance of the learner in lectures and practical.

In case of conducting the unit test college has to maintain the discipline and transparency in internal examination. There are many ways to maintain transparency –

1. Individual subject teacher declares the date of examination and provides the question bank as per syllabus.
2. After examination the model answer paper must be displayed by the subject teacher.
3. After assessment the subject teacher must display the roll numbers of the student who failed in the class test.
4. Then these students are asked to either reappear for internal exam or to submit the assignment on specific topic given by subject teacher.
5. Some time subject teacher distributes the assessed answer books to the student and asks them to verify the marks given according to the model answer paper.
6. When large number of students have not put in satisfactory performance in the examination, two more internal examinations are conducted and best of these three marks scored are considered for the final result.
7. Moderation of answer books is carried out in the cluster of colleges.
8. Those students who are not satisfied with their internal marks are given the chance of reassessment of answer book.

File Description	Document
Link for Additional Information	View Document

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and

efficient

Response:

The Maharashtra Universities Act 1994, provides under section 32 (6)(a) procedure for investigation and disciplinary actions against malpractices and lapses on the part of candidates, paper setters, examiners, moderators, referees, teachers or any other persons connected with the conduct of examination. Accordingly Mumbai University has issued the circular No. Exam /UM/517 of /1997 on 28th Feb 1997.

The Circular is applicable to both University examinations and college examinations on behalf of University. Our college follows article 32(6)(a) and the circular in totality. The examinees are under the disciplinary control of chief conductor of examinations. Jr. Supervisors, Sr. supervisors, act under the jurisdiction of chief conductor and they are empowered to take appropriate actions in the conduct of examinations on behalf of the chief conductor as prescribed in the statute and the circular. University has laid out a transparent and time bound procedure to settle grievances with respect to examinations. The procedure lays down that the junior supervisor can file a complaint of indulgence in malpractice during examination in a prescribed written format. The alleged material used for the malpractice is confiscated and submitted as evidence along with the answer sheet on which the malpractice was actually executed. The alleged wrong doer is free to record his statement in writing addressed to the chief conductor. The proforma is counter signed by the senior supervisor and the suspected malpractice case is handed over to the Unfair Means Inquiry Committee which conducts an open inquiry by first issuing a notice to the alleged wrong doer to appear before the committee in person on a certain date and once again record his statement in writing with respect to the allegation. Having recorded the statements, the committee members go through the evidence and arrive at a conclusion whether the candidate is guilty or not guilty of the alleged misconduct. If the candidate is found guilty, the committee (as prescribed in the statute) recommends to the Principal the punishment to be awarded to the candidate. The Principal, accordingly notifies the candidate in writing on award of the punishment. In the case of malpractice on the part of paper-setters, examiners, moderators, the act prescribes definitions of malpractices and also the punishment to be awarded on the indulgent officers. To investigate such cases, the college appoints an investigative committee as per the University act and if the officers of University or college are found guilty they are also awarded punishment as per law.

The Unfair Means Inquiry Committee meets after every semester-end examination and may meet even in an emergency situation if circumstances demand. Thus, our institute follows the transparent, time bound and efficient procedure for settling examination grievances.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

The Institution adheres to the academic calendar for the conduct of continuous Internal Evaluation

Since 2011-2012, University of Mumbai has experimented with various patterns for internal and external evaluation of students under the Choice Based Credit and Grading System. The University prescribes a calendar for evaluation. At least 90 days of teaching has to be put in a semester. Having done that, Unit tests, semester end examination, additional examination and ATKT examination have to be conducted within the given time frame of each semester. To stick to this time schedule, the Principal conducts a meeting of examination committee at the beginning of each semester to prepare a schedule of actually mandatory teaching days, holidays and days required for college and University sports and cultural events. The schedule decided by the committee is displayed at the beginning of semester and the examination committee ensures that unit tests and other examinations are conducted accordingly. Though the University has shifted examination pattern from 60:40 to 75:25 and again to 100, academic calendar has to be scrupulously adhered to. As per the Maharashtra University Act, results have to be declared within 45 days of conduct of examination. The college has also to prepare a schedule for central assessment and moderation within the cluster of colleges to be able to follow the 45 day moratorium. A coordinator is nominated to take care of central assessment and moderation and the examination committee sees to it that central assessment is completed within the prescribed time and the results are displayed and the mark lists are distributed within the 45 day moratorium.

File Description	Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The University Boards of Studies formulate and revise syllabi at regular intervals. Two of our senior teachers in the departments of Physics and Political Science have for long been members/ Chairman of the respective Boards of Studies and they have contributed to this exercise for over ten years. Our Principal, Dr. Anil K. Patil, in his capacity as Director, Academics and Planning, University of Mumbai has also contributed comprehensively to formation and revision of syllabi. Affiliated colleges like us are obliged to execute these syllabi at undergraduate and postgraduate levels. Immediately after the University promulgates the new or revised syllabi, our college uploads them on our website and copies of the same are circulated to respective teachers. The teachers undergo the orientation in the new syllabi. The teachers explain the objectives and core areas as enshrined in the program outcome and course outcomes to the students in detail and maintain that focus in their teaching. The website is always accessible to the students. Some Boards of Studies -conduct consultative meetings of the course teachers prior to finalizing the programs and the courses. Our teachers participate in these deliberations and provide valuable input in deciding the program and course outcomes.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

Attainment of program outcomes, program specific outcomes and course outcomes is continuously evaluated by the institution formally through internal examinations, theory examinations, practical, presentations of the students and viva. Informally, the teachers are constantly on lookout for students' reaction to goals and outcomes as envisaged by the University. During discussions in the classroom, a teacher gets a sense of the difficulty levels of various components of the courses and the programs. The teacher is constantly conscious about whether the students can contextualize and comprehend various components or not; whether students can relate the components of study to their life experiences and to their knowledge base. An alert teacher can come across certain areas of the courses which may lack enough reading material which students can make use of. An alert teacher can also pinpoint certain components of the course which cannot be supplemented amply either with available books or academic journals or material on the NET. Such feedback is recorded and conveyed to the respective Boards of Studies which may evaluate them and make necessary amendments in the structure of the programs and the courses, if necessary.

File Description	Document
Link for Additional Information	View Document

2.6.3 Average pass percentage of Students

Response: 53.69

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 364

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 678

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.17

File Description	Document
Database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description

Document

List of project and grant details

[View Document](#)

Any additional information

[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 7.46

3.1.2.1 Number of teachers recognised as research guides

Response: 5

File Description

Document

Institutional data in prescribed format

[View Document](#)

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.24

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

Response: 10

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

Avishkar Projects :

Aims & Objectives

- 1.To inculcate research culture among students.
- 2.To encourage original and novel thinking.
- 3.To provide an opportunity for expression of academic talent.
- 4.To promote interaction among academia R and D institutes & industries. This activity has generated a lot of enthusiasm amongst students & the participation is ever increasing.

Following are the year wise activities under AVISHKAR research convention :

Year 2013-14 : District level selection round of the Mumbai University Research Convention AVISHKAR was hosted by our college on 11th Dec 2013.. In all 220 students from 18 colleges presented 135 research projects in various discipline. Our college contributed 10 research projects out of which 3 were selected for the final round and one of them secured gold medal.

Arts-38, Sceince-37, Commerce-26, Pharmacy-7, Animal husbandry-11, Technology-16

Year 2014-15 : In order to inculcate the scientific attitude in the students the science association of our college arranged various programmes. Popular science lecture by students of **Rosetta** mission to catch a comet, 4 students of S.Y.B.Sc. and one student from F.Y.B.Sc. gave audio visual presentation on what comet is? various missions of comet and detailed achievements on **Rosetta** mission. University of Mumbai organized AVISHKAR on 26th Nov 2014 in which our college students presented 11 research projects at district level. Out of these 3 projects were selected for the first round.

Year 2015-16 : University of Mumbai organized Avishkar research convention on 1st December 2015 at Doshi Vakil College, Goregaon. In this event total 14 students presented with 6 research projects. Out of these, 2 projects were selected for final rounds.

Year 2016-17 : University of Mumbai organized Avishkar research convention of 15 Dec 2016 in C.K.T. College, Panvel. Total 6 students presented for research projects.

Industrial Tours :

Industrial visit has its own importance in a career of a student who is pursuing a professional degree. Main objectives of industrial visit is to provide students an insight regarding internal working of companies. We know, theoretical knowledge is not enough for making good professional career. Beyond academics, it provides students a practical perspective & it helps students for innovation in the college, science departments especially chemistry department used to organis industrial tours for various industries.

Field visit :

A field trip or excursion is a journey by a group of people to a place away from their normal environment. The purpose of the trip is usually observation for education, non-experimental research to provide students with experiences outside their everyday activities. The aim of this research is to observe the subject in its natural state and possibly collect samples. Field trips are also used to produce civilized young men and women who appreciate culture and the arts. In our college, botany and zoology departments always organize field trips to various location

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 0

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
List of workshops/seminars during the last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research	
Response: No	
File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards	
Response: No	
File Description	Document
List of Awardees and Award details	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years	
Response: 0.75	
3.3.3.1 How many Ph.Ds awarded within last five years	
Response: 3	
File Description	Document
URL to the research page on HEI web site	View Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 0.59

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
21	12	22	53	12

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years

Response: 0.18

3.3.5.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4	7	5	10	10

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

In the semi-urban society in which our college is situated, most of our students are the first generation graduates in their families. Obviously, the society expects that the well educated college-goers will become agents of positive change and modernity in their lives. The modern education focuses on all-round development of the students and prescribes curricular and co-curricular activities in such a manner that students get a fresh, scientific and objective understanding of the socio-economic –political situation around them and develop a sense of commitment to assure positive change. Holistic development entails equal opportunity and equal resources not just to all the sections of the society, but also eco-friendly and

sustainable path of development.

Co-curricular activities like NSS engage in holistic development by collaborating with the government agencies and civil society organizations like the department of Health, department of Social Welfare, department of Civil Supplies, Regional Transport Office, Coast guard, Lion's club, Jan Shikshan Sansthan, anti-dowry and anti-superstition movement etc. The first step is sensitization of students which is followed by the second step of involving the students in activities to bring about a positive change. Accordingly, our NSS Unit carried out multiple awareness programs like Urja Mitra, AIDS awareness, Ecological balance, eradication of superstition, disaster management, Voter awareness, Swachchh Bharat Abhiyan, Clean Environment, organ donation.

After having imbibed the significance of these issues for the survival of the human race in a just and reasonable sociopolitical system, a number of programs were held in the adopted village and other locations in catchment area of college. Tree plantation was taken up with the help of horticulture department of State Government. In order to retain eco-diversity, saplings of variety of socially beneficial trees were collected and distributed among the villages with the message that the private citizens should nurture these saplings in their backyards, not just to augment their family income, but also for the purpose of retention of bio-diversity which is crucial for human existence. Camps were organized and street plays were performed at many locations to impart the message of personal hygiene so that the children and adults do not fall prey to communicable diseases and also with the view that absence of illness results in savings in family income, avoidance of expenditure on health hazards and also absence of loss of work days. Rallies were taken out to sensitize the voters on importance of voting in a free and fair environment which can bring revolutionary change for socially relevant policy making. The rallies also impressed upon the voters the significance of voter identity cards to eradicate the corrupt election practices like proxy voting and impersonation. Blood group identification and eradication of misconceptions regarding donation of blood carries a lot of significance in our social setting. Prevalence of these misconceptions results in short supply of blood, platelets, which in turn, results in loss of precious human life.

Our students were instrumental in impressing upon the rural populous the importance of alternative sources of energy and avoidance of conventional means of energy which deplete scarce natural resources, become a burden on a limited family income and pollute the environment. Our Urja Mitr Program which was attended by members of local self-government bodies proved beneficial in that these members were solicited to implement the government schemes of alternate sources of energy in their Grampanchayat. Superstition and dowry are two social evils which vitiate the social fabric and retain gender inequality and gender related crimes.

Our girl students participating in the anti-dowry street plays were formidable agents of sensitization of would-be brides who were called upon to refuse to marry in a family demanding dowry. The NSS unit also worked in collaboration with Alibag Unit of Andhshradha Nirmulan Samiti whose trained activists proved the hollowness and cheating of the miracles claimed by the pseudo god men and instead called upon the villagers to look for scientific and objective explanations for the so called riddles in their daily life.

File Description	Document
Link for Additional Information	View Document

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 7

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	1	1	0	2

File Description	Document
Number of awards for extension activities in last 5 years	View Document

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 69

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

2016-17	2015-16	2014-15	2013-14	2012-13
13	12	16	12	16

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids

Awareness, Gender Issue, etc. during the last five years

Response: 40.22

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
789	647	971	926	1156

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 24

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4	6	2	7	5

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document
Any additional information	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 18

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other

universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2016-17	2015-16	2014-15	2013-14	2012-13
7	3	3	3	2

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

We have 14 classes requiring lecturing area with 120 seats each. To meet the demand we have 11 classrooms which are utilized in 2 shifts to accommodate these 14 classes. We also have 23 classes requiring lecturing area between 20 to 60 seats each. To cater to this demand we have 25 rooms of requisite size.

As for laboratory space, standard practical batch size is 25 students and these batches are conducted in 3 schedules everyday across 5 science departments. We have 18 laboratories of adequate size utilized by these 5 departments in two schedules per day in order to accommodate average 1000 students across all the departments. We have provided in all 22000 sq. ft. work area in the above 18 laboratories. Apart from that, we have separate geography lab of 1200 sq. feet area where average 300 geography students can do their practical work.

We have one of the richest libraries in three Konkan districts with 68092 textbooks and reference books for the annual average student strength of 3000. These books are stacked on well equipped three floors of 2000 sq. feet area each.

As for computing facility, we have 120 Desktops available in three schedules per day spread over all the science departments. They are preferably used by the Information Technology, Computer Science and Physics students, whose curricula demand extensive use of the desktops. Average students' strength in these 3 departments is 400 per year. Thus we are at par with minimum specified requirements with respect to classrooms, laboratories and computing equipment.

File Description	Document
Link for Additional Information	View Document

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

Response:

Raigad district is traditionally famous for Indian ground sports like Wrestling, Kabaddi and Kho-Kho. In order to provide enough space to practice and hon sporting skills of students we have badminton court, volleyball court of standard sizes and 70 x 100 feet play area on our own campus for outdoor games. We share playground admeasuring 200 x 300 feet of sister organization Konkan Education society. Our Gymkhana houses 4 different play areas of 400 sq. feet each for indoor games like table tennis, Carrom. In 2015, we provided a separate Gymkhana of 300 sq. feet for girl students. We have purchased a synthetic

mat for wrestling and Kabaddi at the expense of Rs. 150000. Apart from these, we have necessary equipments and kits for Gymnastics, Cricket, Football and Basketball.

For cultural activity we have constructed a roofed stage of 40 x 60 feet with 2 green rooms with attached toilets. This 2400 sq. feet area doubles as Yoga and Kabaddi practice area as well. The cultural activity is provided with rehearsal area of 2800 sq. feet and 10 X 10 feet cabin for the cultural in-charge.

File Description	Document
Link for Additional Information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 44.74

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 17

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 10.11

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
35	36	36.75	41	33

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document

4.2 Library as a Learning Resource

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

Response:

Libraries are the backbone of any civilized society and heart of any academic institution. Thus the library at JSM College also acquires a prominent place among the students and faculty. The library of JSM College is one of the oldest and largest academic libraries in the Raigad district of Maharashtra. The College library was established in 1961. In the year 2005, the library was shifted to separate new building. With a legacy that is close to 53 years, this library is spread across three floors having carpet area of 5648.52 sq. ft.

In order to computerize the in house operations in the library, we purchased SOUL 2.0 software for University Libraries costing Rs. 80000/- in the year 2012-13. We fixed the target of indexing and bar-coding of 5000 books per year from 2012-13 onwards. We have, so far, succeeded in indexing and bar-coding 28000 books.

Our vast repository has a collection of over 75000 books and subscribes to 88 print journals and magazines to cater to the needs of over 3000 students and 150 staff. We have also given primacy to purchase of e-books and e-journals. During the last 5 years, Library has access to over 3000000 E-Books and 6000 E-Journals through N-list program. Library also has 70 academic videos and CDs for the benefit of students and the staff.

Books in the Library are classified according to Colon Classification system; which is an Indian innovation, a rarity today.

File Description	Document
Link for Additional Information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

OLD COLLECTION :-

1. Maharashtra Dnyanakosh by Kelkar, S. V. (23 Vol.) 1920 – 27.
2. Bharatiya Sanskritikosh by Joshi-Hodarkar (10 Vol.) 1962.
3. Hindi Vishwakosh by Varma, D. (12 Vol.) 1962-70.

4. Bharatvarshiya Prachin Aaitihasik Kosh by Godbole, R. B. (1928)
5. Marathi Vishwakosh by Joshi, Lakshmanshastri (20 Vol.) 1973.
6. Encyclopedia Britanica (30 Vol.) by Preece (Ed.15th) 1984.
7. Pothis : Harivijay, Pandavpratap, etc.
8. International Encyclopedia of Social Sciences 17 vol. set 1968
9. Collins encyclopedia 1982
10. Britannica junior encyclopedia 24 vol set 1983
11. Funk Wagnalls new encyclopedia 27 vol 1975
12. Mc Graw Hill encyclopedia of science and technology 15 Vol set 1960
13. Richards Topical Encyclopedia 15 Vol set 1959
14. Business executive encyclopedia 9 vol 1959
15. Illustrated encyclopedia of modern world 20 vol 1956
16. Abhinav Marathi dnyankosh vol 4 1963
17. Book of popular science 10 vol set 1963
18. Selected works of Jawaharlal Nehru 15 vol set 1972
19. Sardar Patel correspondance 1945-50 10 vol set 19
20. Compact ed. Of Oxford Eng. Dic. (2 Vol.) 1972.

Different Atlases : Great World atlas by Debenhams

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.2.3 Does the institution have the following:

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases

Response: C. Any 2 of the above

File Description	Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc.	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 3.71

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR

in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
2.80	1.76	3.55	3.51	6.94

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Details of remote access to e-resources of the library	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 5.17

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 113

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Consistent with IQAC thrust on use of IT in academics and administration, we have plan the strategies for deployment, updating and maintenance of computers which also includes computer accessories, softwares and networking equipment in the college and associated facilities. Accordingly, the college has appointed a technical service person on contract basis for maintenance of IT infrastructure. The purchase of new computers, upgradation as per the growing needs of the institution is accomplished through a consultant firm.

All computer terminals of administrative office, IT computer laboratories, library, Examination Department and UGC Networking Resource Centre are facilitated with broadband internet connectivity. Computers in all the departments have internet connection and necessary softwares are installed

The institute in 2012-13 was having BSNL broadband connection which was later upgraded to VPN,2Mbps BSNL internet connection in 2013-14 and then upgraded again to the BW of 4 Mbps. Finally for the sake of speed, a connection from ‘cable net’ single service provider to overcome any failures was proposed in 2015-16. At present the Internet BW is 8 Mbps. College is having 46 nos. of Desktops and 22 N-comp connected through Local Area Network comprising of 2 servers located at office main building and computer department.

The college provided 5 common computer facility centers to the students and for the staff along with free access of internet. Students are utilizing this facility for enhancing their knowledge base for better and effective learning process. During practical classes, especially in the physics department, the students work extensively on the computer which helps them enhance their practical skills. It is also used for research activities.

ICT based teaching saves class-room time for more elaboration of points by saving black board work. It also facilitates better understanding for the students due to audio visual effect of presentation. So the college equipped 17 class-room and laboratories with 17 LED projectors that are available to the teachers..

A library automation software SOUL2.0 is used for day to day transaction of the library, 25000 books were bar-coded so that students book issuing is automated. Additional books were added to SOUL database. Library staff helps the students and faculty members to locate books in the sections consisting of reference book, journals and on-line data bases. Assistance is provided for searching or browsing the e-resources and relevant information. The college subscribes to NLIST of INFLIBNET wherein teachers use the scholarly information for research and teaching learning purpose.

Memorandum of Understanding – ‘MOU’ is signed with ‘RELIANCE JIO’ to make college campus Wi-Fi ready free of cost and installed their instruments worth Rs 10 lakhs in the month of July 16. Wi-Fi connectivity is made available at 13 browsing locations e.g. Main office building, staff common room, Library, common areas like corridors. The Wi-Fi network will be deployed using RELIANCE (Wi-Fi) JIO controller based Wi-Fi solution and comprises 13 access Points (Aps) connected through power over earth net (PoE) switches to JSMC’s network.

File Description	Document
Link for Additional Information	View Document

4.3.2 Student - Computer ratio

Response: 16.95

File Description	Document
Student - Computer ratio	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

Response: 5-20 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 4.09

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

2016-17	2015-16	2014-15	2013-14	2012-13
10.30	15.47	18.5	15.11	13.34

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document

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

Response:

The area of our campus is 5 acres consisting of physical facilities like office Building, lecture Complex, Hostel (Girl's), Canteen. Also we have academic & support facilities like laboratories (Physics, chemistry, Botany, IT&CS), library, Gymkhana, Computers, etc. to maintain all these our college has established systems and procedures detailed are as below:

1. Every year according to requirement of various maintenance heads mentioned in table 4.4.1 (like electricity, laboratories, telephone etc.) management allocates budget. The expenses are incurred against it.
2. For Campus Maintenance Management appoint various agencies like:
 - To maintain campus cleanliness sweeper agency has been appointed who clean the campus in the morning and Class rooms in the evening after all classes are over on daily basis
 - To clean toilets & washrooms the cleaning agency is appointed.
 - The security agency is hired for the purpose of campus security & maintaining discipline in campus.
 - Another security agency is hired for girl's hostel security purpose.
1. To maintain computer, ITC equipment & IT Lab College has appointed full-time technical and support persons on salary.
2. One electrician is appointed for day to day electric & maintenance.

All the above agencies are appointed by College Management. The expenses for all these agencies are borne by college.

File Description	Document
Link for Additional Information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 55.9

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

2016-17	2015-16	2014-15	2013-14	2012-13
1197	1188	1338	1265	1280

File Description

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Document

[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 3.42

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
81	59	78	63	102

File Description

Number of students benefited by scholarships and freeships besides government schemes in last 5 years

Document

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling

- 3.Soft skill development
- 4.Remedial coaching
- 5.Language lab
- 6.Bridge courses
- 7.Yoga and meditation
- 8.Personal Counselling

Response: E. 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 0

5.1.5.1 Number of students attending VET year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of the students benifitted by VET	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassmet and ragging cases

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassmet committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassmet and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 2.61

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
22	22	19	20	0

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 21.83

5.2.2.1 Number of outgoing students progressing to higher education

Response: 148

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 26

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	7	0	0	0

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5	10	10	5	5

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

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

Response: 53

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

2016-17	2015-16	2014-15	2013-14	2012-13
12	14	10	5	12

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
Any additional information	View Document

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

Response:

As per University statute, a students' council is an essential part of the college administrative staff. The students' council is formed by top scorer students from each class and students representing various activities like NSS, NCC and Gymkhana. The college appoints 22 different committees and members of the student community are adequately represented on each of these committees. It is the responsibility of students' council to lead and execute various student centric activities. Each of the above activities has an internal advisory committee and students are appointed on each of them. They put in active participation in the planning and conduct of these activities. The students are consulted before finalizing exam dates, schedule of annual social gathering, schedule of NSS activities and camp and Gymkhana activity calendar. The members of students' council elect three general secretaries from among them. All these representatives carry out the responsibilities in consultation with the Principal, the chairman and members of various committees. The students' council members encourage students to participate in the academic, co-curricular and social, activities resulting in satisfactory scale of participation. They also know students personally and are able to recommend names of needy and deserving students for concession in fees.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 1.2

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	1	3	1

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

Interestingly our college has the unique distinction that two of our Principals have been our past students. Out of the 69 teaching staff, 32 happen to be our past students. Not only that the Chairperson, the Deputy Chairperson, Secretary of Executive Committee of Janata Shikshan Mandal are the past students of our college. Obviously, their affinity and dedication towards the institution is an important impetus to excel in their performance in different capacities. Their familiarity with the requirements and strengths of the college results in impassion performance in their duties.

Unfortunately, the alumni association has not been registered. But in an informal manner, the alumni are emotionally and functionally closely attached with the college activities of the day. A large number of NSS past students give valuable help in public relations, organization of social work. These past students are in attendance during the 7 day annual residential camp and help in establishing contact with the local self government office bearers and government officials, maintaining discipline, procurement of material, canvassing of activities in the adopted villages. In 2015-16, a blood donation was organized exclusively by the NSS alumni. The NCC past students provide valuable help in conduct of parade routines, training of cadets in shooting para-jumping, para-sailing. They put in hours in preparation for the annual Independence Day and Republic Day events. The training and experience helps better turn out and performance of the new cadets. Passed students of T.Y.B.Com., T.Y.B.A. and T.Y.B.Sc. regularly organize batch-wise gatherings on the college campus and remain in touch with the college authorities to offer their services and their stature in the society in the college functioning.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5.4.2 Alumni contribution during the last five years(INR in Lakhs)

Response: 3 Lakhs - 4 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 1

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document
Any additional information	View Document
Report of the event	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The governing body, in consultation with IQAC chalks out plan of action in the beginning of each academic year towards quality enhancement, in accordance with the vision and mission of the institution.

Adoption of various innovative methods to uplift and upgrade the various aspects like infrastructural facilities, library, research, technology available and student's centric progressions etc. has been prime motto of institution.

Through the financial provisions made in the budget, under the recommendation of IQAC, towards various infrastructural facilities in the campus like construction of new administrative building which includes well furnished office and laboratories for physics, botany and computer science, fully spacious staff room and examination room and library extension are the main outcomes for the period from 2012 to 2016.

Implementation of CBGS pattern was launched by the University of Mumbai at UG and PG level was commenced from academic year 2012-13. Examination department of our college upgraded examination software which helped preparation and declaration of results in stipulated time. Furthermore CAP, online registration of examination forms, online distribution of question papers from university, hall ticket, and statement of marks and allocation of PRN remarkably improved the version of examination work in last five years.

With the financial recommendation of IQAC, our college has purchased various equipment like three 30 KVA diesel generators, servers, modern laboratory equipment, overhead LCD projectors, laptop computers, printers and related material in various departments. Even a sanitary vending machine and incineration machine is installed at ladies hostel as an eco-friendly measure.

IQAC took initiative to encourage and to promote research culture in the institution among the faculty. Faculty members are encouraged with the help of financial support to undertake research work in the form of paper presentation, paper publications, major and minor research projects of UGC and University. As a result of such academic sensitization by IQAC, various types of research activities were undertaken by the faculty during last five years (2012 to 2016).

Our college adopted various types of quality improvement strategies specially in respect with ICT by upgradation of IT labs, purchasing new computers, laptops, LCD projectors as per the requirements. Our college regularly uses of GIS and simulation. Furthermore SOUL 2.0 software was purchased for registration and accession of books. With SOUL 2.0 software thousands of library books of our college were barcoded and students book issuing process was automated. Almost all departments, office, library, examination department, etc. are facilitated with broadband internet connectivity with a bandwidth of 4Mbps.

IQAC of the college took initiative in effective implementation of various activities pertaining to students support and progression. The college publishes its updated prospectus annually. The prospectus contains information regarding support services. The college also has its website which is updated regularly as a source of information to the students. The student council is a statutory body constituted in our college as per Maharashtra University at 1994. The students have representation in various academic and administrative bodies.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The institution practices decentralization and participating management-Case Study of conduct of Examinations

In any institution of higher education, conduct of examinations enjoys a crucial place in the functioning of higher education. The work demands utmost accuracy of planning and dogged perseverance. The scope of the work is so huge and laborious that only well coordinated team work can deliver results.

Lately from 2016-17, the examination at F.Y, S.Y. and T.Y. has been taken over by the University in a big way. Paper setting, preparation of timetable and uploading of the question papers online has been taken over by the University. But, till 2016-17, all the responsibilities of examination were handled by the colleges themselves. The examination programme has become very long winding due to the introduction of Semester pattern, reexaminations on multiple occasions known as A.T.K.T., reexamination on medical and other valid grounds and also the additional examinations for improvement of performance. Conduct of internal examinations in every subject has also added to the volume of work. Given the above, decentralization and participative nature of functioning is unavoidable to shoulder this mammoth task.

Our institution appoints an examination committee each year which is chaired by a senior member of staff with 10 members. The Principal, in the capacity of chief conductor, oversees the functioning of the committee but does not interfere in the decision making and day to day execution. The committee is assisted by 10 members administrative staff. Comprising of a senior clerk, junior clerks, IT coordinator and the menial staff. Till 2016-17, the committee had the task of preparing a timetable of the internal and external/theory examination, to monitor that the timetable was followed accurately, to collect internal marks from respective teachers and enter them in the database. The committee would also prepare a timetable for conduct of theory examination, notify dates for submission of question paper sets, and prepare a programme for coding of and printing of the question papers in total confidentiality. The committee would also prepare duty allocation charts for supervisors and clerical staff making sure that the allocation is equal to all. For the purpose of transparency, the allocation charts are displayed on the notice board.

During examination, in case of students indulging in unfair means, the junior and senior supervisors are authorized to process such cases according to the procedure prescribed in the University statute. After the examination is over the Principal appoints a coordinator to oversee the central assessment and moderation of the answer books in a time bound fashion. Lastly, the administrative staff compiles the marklists and enters them in to the specialized software and printing individual marksheets. An autonomous unfair means enquiry committee goes through the evidence of alleged malpractice and hands over the verdict in writing to the Principal. The Principal executes the punishment by notifying the same in writing to the candidate.

Thus pivotal function of examination is executed smoothly and efficiently thanks essentially to the decentralized, participatory and transparent style of working.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

Our college IQAC envisaged a five year perspective plan in 2011-12 in consultation with the management for academic growth and development, infrastructure development, use of ICT in administration and library.

- It was proposed in the perspective plan that 4 old classrooms will be demolished and 11 new classrooms shall be created and accommodated in the existing lecture complex as well in the additional floors of the chemistry department and administrative building.
- It was also proposed that departments of Physics, Botany, Zoology, Mathematics, CS and IT will be shifted from the existing lecture complex to the new additional floors. The place vacated by these departments in the existing lecture complex will be converted into 5 departmental cabins and lecture halls for Marathi, Hindi, English, Political Science, Economics and Commerce.
- It was also planned that department of BMS and 4 classrooms for that department will also be accommodated in the existing lecture complex.
- We also proposed that departments of Computer Science and IT will be shifted from second floor of library to the new additional floor on the new administrative wing and the area vacated by these departments will be utilized for the library.

The IQAC submitted this plan before the management which approved the same and agreed to allocate the sum of Rs. 1.50 Crore spread over next five years to meet the expenditure. The management proposed that 50 % of the cost will be borne by them and the remaining 50% should be shouldered by the college. This arrangement was agreed upon. An architect was commissioned to finalize the plans and to prepare an estimate. Once they were finalized, tenders were invited for the civil and interior work and work orders were issued to the deserving parties. The plan was executed and the goals were achieved in the given time

frame. The infrastructure plans and estimates, contractual agreements and work orders are uploaded on the web site.

At the beginning of each academic year, the Principal, the Heads of departments and teachers review last year's admission and result status. Changes, if any in the curricula of different courses are also taken note of. The teachers are advised to attend orientation programs in the changed curricula and plan their academic calendar accordingly. Care is taken to upload the changed and existing curricula on the web site and hard copies are placed in the library for reference of the students and teachers.

Annual academic calendar is discussed, finalized and printed for public notice at the very beginning of the academic year. Departments concerned with co-curricular activities like NSS, NCC and Gymkhana have their own annual plans. The zonal coordinator of NSS calls a meeting of College program officers at the beginning of the academic year to discuss and approve annual plans of various colleges. Accordingly, our college NSS advisory committee chalks out activity calendar for the year which is submitted to the zonal coordinator. Similarly, Gymkhana and cultural advisory prepare their annual calendars.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document
Strategic Plan and deployment documents on the website	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Organizational structure of the Institute:- Janata Shikshan Mandal Alibag, Smt. Indirabai G. Kulkarni Arts, J. B. Sawant Science, and Sau. Janakibai Dhondo Kunte Commerce College, Alibag, Dist- Raigad is the oldest college in Raigad District. It was resolved in Konkan Development Conference held at Alibag on 17th July 1956 to start a senior college for higher Education at Alibag. Formation of Janata Shikshan Mandal took place to start the college. The first Executive Committee of JSM consists of 9 local, social, political notable leaders of Raigad District, under the leadership of Shri. Nanasheeb Kunte, first Speaker of Maharashtra State Legislative Assembly.

College was inaugurated at the hands of Pro-Vice Chancellor of Pune University, Mahamaopadhyay Datto Vaman Potdar on 20th June 1961. 203 Students of various parts of Raigad districts were admitted in the first batch of college, in Arts, Science and Commerce faculties.

On 22nd Jan 1987, Loknete Adv. Datta Patil (Dada), then MLA of Alibag and Leader of Opposition of Maharashtra Legislative Assembly was elected as Chairman of JSM. Dada gave a perspective plan of

development for the college. He has invited the young generation along with him on the **Board of Directors** of the College. In the year 1990, Shri Sanjay Datta Patil became the Secretary of the JSM. Shri Ajit P. Shah and Shri. Sanjay D. Patil took the pains and efforts to put the College on track of the development under the guidance of Loknete Adv. Datta Patil. A good infrastructure of the college is developed and the professional courses in various subjects are developed and have been started during their tenure.

They are leading the college with new vision towards the excellence in accordance with the new Technology and the needs of stakeholders.

Administrative set up

Our college is permanently affiliated to University of Mumbai. The Mission of Institution is “We the management, staff and students of the JSM College are committed to Integrity, Creativity, Civility and Dignity of labour”

The motto of Institution is “Arise, awake and move to achieve the goal.”

The mission and motto ensures that access to higher education is open to all the disadvantaged section of society, that the goals of social justice and equity are fulfilled. Father of nation quoted on learning society as “Learning for life, learning from life and learning throughout life”. We give great importance to the development of requisite skills among the girls and boys belonging to weaker socio-economic strata, enabling them to survive and succeed in competitive world. We strive to develop our students into socially responsible and cultured citizens.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination**

Response: D. Any 2 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Our college forms 22 different committees in the fields of academics, administration, co-curricular activities, staff-welfare, research, counseling etc. Education is a multi-faceted affair. In a three-faculty college, educational development in each faculty requires specific goal-setting and achievement. For the overall personality development of students, success in areas like discipline, career guidance and counseling, attendance and their participation in literary, research activities is significant in its own right. Equally wide is the sphere of administration. Admissions, examinations, repair and maintenance, purchase are some of the areas which require proper planning and follow up. To conduct all these aspects in a disciplined and professional manner, distribution of responsibilities is unavoidable. That is why, diversification of responsibilities and the leadership by the committees are the keys to the success. At the beginning of the academic year, these various bodies and committees fix goals and the roadmap of action in various sectors. It is for the committees to follow up on those goals all through the year. A cursory glance on the minutes of meetings of committees shows that whatever achievements were attained by the college in infrastructure, development of research culture, use of ICT in admissions, examinations and library, students' participation in social service and other co-curricular activities could become possible only because of the proper planning and execution by the different committees. Our college has the distinction of least number of cases of campus violence, teachers' grievances and students' grievances, ragging only because the concerned committees took their job seriously and kept vigil on the related areas all through the year. The number of cases of use of unfair means in examinations by the students and the teachers are very minimal because of the strict adherence to the rules by the examination committee, Unfair Means Inquiry committee and grievance redressal committee. The Women's Development Committee has taken care to enlighten the girl students' on the legal aspects of gender-related crimes and as a result, cases of Eve-teasing, sexual harassment have never been reported in our college. Consistent efforts by the Science Association, Avishkar Committee, Research Committee, Literary Association and Nature club have resulted in the qualitative and quantitative growth of students' participation and achievements in the concerned events and competitions. We have succeeded in publishing college magazine without break because of the motivation and follow up provided by the College magazine committee. The web site committee by is managed mostly by the Physics and Computer Science Departments. We have succeeded in updating the web site in all respects only because of the technical knowhow and enthusiasm of the web site committee members.

File Description	Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

“Welfare is comfortable living and working conditions’. Staff members are the most important asset of an organization, and the accounting profession has to assess and record the value and cost of people of an organization. The basic features of staff welfare measures are as follows:

1. Various facilities, services and amenities provided to staff for improving their health, efficiency, economic betterment and social status.
2. Welfare measures are in addition to regular wages and other economic benefits available to staff.
3. Welfare measures may be introduced by the employers, government, employees or by any social or charitable agency.
4. The purpose of staff welfare is to bring about the development of the whole personality of the employee to make a better workforce.

The very logic behind providing welfare schemes is to create efficient, healthy, loyal and satisfied work force for the organization. The purpose of providing such facilities is to make their work life better and also to raise their standard of living.

The important welfare measures adopted by the J.S.M. College, Alibag, and Raigad can be categorized under three main heads – Social, Financial and Academic. They can be summarized as follows:

1. Government sponsored schemes :

- Medical reimbursement scheme – Teachers and non –teaching staffs, are getting benefit of reimbursement of medical bills for prominent illness for self and close relatives. It helps to maintain them physically fit and without any stressed. In last five years 3 teachers and 1 non- teaching staff avail the benefit of this scheme.
- Leave Travel concession – The approved teaching and non-teaching staff is entitled to get travelling expenses to their native place once every two years. In last five years 25 teaching and 1 non-teaching employees were given benefit of this scheme.
- Non- vacation staff members are entitled to get the benefit of earned leave according to government rule. One tenth of the working days of a year are accumulated as the Earned leave in the leave account of the staff. Staff members can en-cashed this leave to get the monetary benefit if it is not utilized.

1. Academic Schemes :

- Teachers of this college are given the benefit of Faculty Improvement Programme (**FIP**) of UGC. Teachers are given the benefit to update their academic qualifications by acquiring Doctorate (Ph.D.) Two teachers of this college got the benefit of this scheme in last five

years.

- Teachers are also given opportunity to participate in various Professional development programs, conferences, workshops, and seminars to enhance their academic credentials. Administration sanctions their participation by paying Registration fees and travelling expenses.
- Teachers are also getting the benefit of ‘Minor Research Projects’ and ‘Major Research Projects’ of UGC and University of Mumbai. The teachers who are getting such projects are given the full support by the college by providing the space, laboratory facilities, library facilities, inter-net services and administrative support.

1. Social schemes :

- Cooperative society : There is a cooperative credit society in the college formed by Teaching and non-teaching staff members known as ‘JSM College Svak Sahakari Pathpedhi’. It is functioning uninterrupted for the last 38 years. This society offers Loan schemes for the members upto Rs 1.50 lacs with EMI facility and reasonable 10% interest rate. College is providing the space and administrative support to the society for their smooth functioning. 55 teachers and 44 non-teaching staff are members of this society and 77 got the benefit of loan scheme .
- Each year, Social Welfare Department of Government of Maharashtra organizes workshops for the college staf, employees of the colleges in district at J.S.M. College. College provides the hall, audio-visual facility and hospitality for the participants as being the social responsibility. It helps in empowering the non-teaching staff of the college on various Scholarship schemes, University schemes and developing the rapport between the staff members of the other colleges.

File Description	Document
Link for Additional Information	View Document

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

Response: 72.17

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

2016-17	2015-16	2014-15	2013-14	2012-13
34	29	29	33	20

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 2

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	1	1	5	0

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 17.57

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
7	6	12	3	7

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Performance appraisal is a procedure through which organizations seek to assess employees and develop their competence, improve performance, and allocate rewards. Performance appraisal, performance review, performance evaluation, performance assessment, performance measurement, employee evaluation, personnel review, staff assessment, service rating, etc. are some of the procedures adopted for the appraisal. It also serves the ethical purpose to bring the education to a higher level of performance. Their success significantly relies upon superior faculty, administrators, and staff.

At our college, the appraisal of the staff is carried out every year according to the UGC notifications and the guidelines given by Govt. of Maharashtra and the rules laid down by the parent University, the University of Mumbai. For teachers the **Performance Based Appraisal System (PBAS)** based on Academic Performance Indicator (**API**) form as designed by the University on the basis of guidelines of UGC is used while for the non-teaching employees, the form given by State Government is used.

PBAS is used to judge the quality and eligibility of the teachers for the **Career Advancement Scheme (CAS)**. The teachers are promoted to Associate professor, Professor and Reader grades with reference to length of service and qualifications and API they have acquired under PBAS. Teacher's appraisal is judged in three categories – 1. Teaching learning and Evaluation related activities 2. Co-curricular extension and professional development related activities 3. Research and publications and Academic contributions.

For non-teaching staff a form given by Government department is used for the annual appraisal. Confidential appraisal report is used for the promotion of non-teaching staff members, It consists of self-appraisal and the assessment of the working of staff by the higher authority. These appraisal reports are useful for the promotions of non-teaching staff from Junior clerk to Senior clerk, Senior clerk to Head clerk, Laboratory Assistant, office superintendent, Registrar.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Financial audits are important for the transparency and accountability of an institution of Higher Education. Meticulous and systematic book-keeping and their inspection and authentication by a certified Chartered Accountant are not just a legal obligation, but also an ethical responsibility. Our college goes through 3-layered audit process. First, the certified Chartered Accountant inspects books and presents audited statement of accounts under various heads like direct and indirect receipts, direct or recurring expenditure, indirect or non-recurring expenditure. The firm also examines the receipts and payments with respect to the salaries paid to the staff, scholarships, endowments etc. The audited statement comes with the report of the auditor which is shared with the Principal and the management across the table. The short-

comings are pointed out and unless they are settled, the final certificate is not issued. Then come the Government audit. The finance officer in the office of the Regional Joint Director performs the Government audit. His certification is crucial for the release of further Government grants. The third and the final layer is in the form of Accountant General's audit. Our college has also to undergo a separate audit of the Government scholarships by the Social Welfare Department. We have fulfilled these obligations latest up to 2016-17.

The audited statements of accounts are uploaded on the college web site.

File Description	Document
Link for Additional Information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 4.46

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
.3	2.15	.5	.105	1.4

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document

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

Response:

The institution relies mostly on the government grants and the college share in the fees collected from students on behalf of University. To procure funds in addition to that, we appeal to the students to donate a measly sum of Rs. 500 each at the time of admission and official receipts are issued against the amount so collected. That becomes a major source apart from the government grants. We appeal to the alumni, well-wishers and philanthropists to donate in cash or in kind. A number of retiring teachers donate their collection of books as a token of gratitude towards the institution. Some of them deposit funds in banks and authorize the college to institute scholarships to honor the academic and extra-curricular talent of students from the interest on these deposits. This way an award of Rs. is disbursed to meritorious students annually. The amounts received in donation are properly audited and placed before the executive committee.

We make optimal use of the donations for development of infrastructure, purchase of teaching learning aids, equipment and maintenance. The purchases are made at competitive rates and exorbitant spending is strictly avoided. We have all through avoided flashy decor, use of expensive materials and instead prefer simplicity and moderation in the creation of assets. We also prefer to recycle the materials to avoid unnecessary spending. e.g. we have used stones, wood, steel fabrication, recovered from demolished structures to lay foundation, create furniture and to lay concrete paving and pathways in the campus. Used newspapers, deregistered books and time-bared answer books, and scrap are sold to an agency to add to funds. We also appoint a contractor to harvest coconut produced on the campus to earn funds and sell it at competitive rates.

File Description	Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

The IQAC is supposed to be nodal agency for planning and for monitoring execution of various plans for quality assurance in curricular, co-curricular, administrative and infrastructural aspects of college. A college is a cradle for building a democratic society and democracy abhors autocratic style of functioning. She stands for rule-bound and institutionalized functioning in a spirit of freedom and initiative. The IQAC in our college works hand in hand with the management to improve upon the weaknesses and to sustain strengths. To this end, IQAC and the Principal set up 22 different committees in which all the 69 members of the staff brainstorm strategies and work in unison to implement them. These 22 committees prepare proposals of goals, strategies which are debated in the IQAC and a final shape is arrived at. During the last 5 years, the IQAC shortlisted the following areas in which quality enhancement and sustenance was to be achieved –

1. Infrastructure growth
2. Computerization of activities in library, admissions, fee collections and examinations
3. Promotion of research culture among the teaching staff and encouraging them to take up paper presentation, career advancement programs in a big way
4. Improve the performance of the students in the examinations.
5. Enhance the quality of participation of students in co-curricular activities like sports, cultural competitions, NSS etc.
6. Improve upon career guidance and placement activity for the benefit of the students.

In the area of infrastructural development, construction of 10 new classrooms, 9 new laboratories, 2000sq. ft. additional library space was envisaged and funds were allocated. The progress was regularly monitored. In the field of promotion of research culture, the IQAC members discussed various UGC and university

research grant schemes with the teachers in small groups, the procedure for application for a research grant was explained, help from experienced teachers in the application procedures was offered and as a result the number of teachers presenting papers or taking up research projects rose satisfactorily. The Principal took a positive approach in sanctioning leave for taking up career advancement programs like refresher courses, short term courses and solicited help from the co-teachers to complete the academic liabilities of the teacher on leave. The science exhibition committee was advised to enthuse more and more students to participate in the annual college level science exhibition as well as the University level research convention called “Avishkar”. To improve upon academic performance of students, department-wise review of results was carried out, reasons for unsatisfactory performance of students were discussed with the teachers and they were advised to work upon the gray areas. This resulted in marked improvement, not just in the conventional streams but also in the self-financed professional courses of B.M.S, B.Sc. IT and CS. The growth in admission to these courses has a direct correlation with the improved results in these three courses. Similarly, as per IQAC goal setting, we have succeeded in computerization of admissions, examination procedures and indexing, accession and bar-coding of books in the library to the desired number.

File Description	Document
Link for Additional Information	View Document

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

Response:

Internal quality assurance System

The admissions are made strictly according to the rules and regulations of university of Mumbai and Government of Maharashtra. Online admission process has been introduced and implemented successfully. Due care is taken to ensure transparency and observance of reservation rules and the factor of merit. Our student profile, with the presence of urban/ rural, educated/ less educated and male/ female diversity manifests great variety and our strength has been constant during last five years, in spite of beginning of two new colleges nearby.

As regards the teaching methods, a combination of traditional and modern methods has been made by blending lectures, tests, assignments, project works with seminars, group discussions, preparation of models and quizzes. A strong base for the entire teaching activity is provided by the use of Information and Communication Technology. On recommendation of IQAC, 17 LCD projectors, laptops were made available.

The examination committee of the college has created and set mechanism for the evaluation process and for declaring the results of internal and external examinations, of Semester I, II, III and IV. It is to be noted that the college has rendered significant service to the University by conducting University evaluation work in the college by providing facility of onscreen assessment, with 50 computers.

The learning outcomes of each programme have been communicated to the students and other stakeholders through notice boards and college website, parents meetings and lectures at the beginning of the year. The academic audit committee always takes a review of the students' performance and learning outcomes. The students' performance is constantly monitored by HOD's, IQAC, CDC (LMC) and finally by executive committee of our management. The results of the last five years indicates that the results of our college have always been on higher side than those of the University. The students of the college have always figured in the Merit Lists of the University. One of our student of M. A. Marathi Miss Harshada Mahajan obtain gold medal of Mumbai university,

File Description	Document
Link for Additional Information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 1.4

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	2	0	2	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Response: C. Any 2 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document
Annual reports of institution	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

Post-accreditation initiatives In recognition of its contribution to the field of education and its standing in higher education, the college was awarded with „B? Grade by NAAC in 2012 wth CGPA of 2.70 on four point scale. This has energized the stakeholders to further improve upon the level of performance achieved over the years. Following are some of the initiatives undertaken to reinforce the fact that growth is a way of life Model college.

- IQAC has encouraged our teachers to undertake research to become a Ph, D. As a result the number of Ph. D. holders has increased from 05 in 2012 to 13 in 2017.
- The IQAC encourages faculty members to apply for minor and major research projects from various funding agencies. Between 2012 to 2017 our faculty members applied for two major projects to UGC, New Delhi. And four faculty members applied for minor research projects to western regional UGC, Pune. Four of the minor research projects were sanctioned and one minor research project received a grant of Rs. 1,62,500/-.
- Our college has received grants for 07 minor research projects from Mumbai University.
- Department of Chemistry organized a ‘National conference on Modern Research Trends in Chemistry’. A sizable number of our faculty members attend various conferences, workshops regularly and present papers.
- Our College has opened an inter disciplinary research Lab,
- Two of our teachers Dr. M. M. khan and Dr. P. A. Chate got the guide ship for Ph. D. from Mumbai University.
- The college library has subscribed to EDUSAT and INFLIB NET
- The Placement Cell of the college has taken up initiative in inviting corporate entities to the campus for recruitment of our students. MOUs have been signed Anazyl Analytical Lab, Turbe, Nevi Mumbai, Sudarshan Chemicals, Kolad Dist. Raigad, LIC of India, ATC Infotech Pvt. Ltd. New Delhi, Enviro Remediation and Research Lab, Virar for providing training to the college students for placement in their organizations.
- Started carrier guidance and coaching cell in collaboration with study circle, a well known coaching class for competitive exams like UPSC, MPSC, STO. etc.

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Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 11

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	4	4	1	1

File Description

Document

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

- 1. Safety and Security**
- 2. Counselling**
- 3. Common Room**

Response:

Gender equity is a term used to describe both the principle and practice of fair and equitable allocation of resources to, and opportunities for, men and women. Gender equity eliminates discriminatory practices that are barriers to full participation for either gender. The practice of gender equity does not necessarily mean that everyone is treated in an equal, or identical, manner. Identical treatment is unlikely to yield equal opportunities for men and women within existing power structures. Instead, gender equity means changing responses to, and treatment of, men and women to ensure that gender is a neutral factor when accessing resources, rights, education and opportunities.

Education has the inbuilt potential of initiating social change in the context of gender relations. Therefore, conscious and pluralistic interventions have been put forward by the Government of India to address gender equality in education at the centre and state level. To percolate this gender neutral view in the society Women Development Cell, NSS unit, Internal Grievance Deterrent Committee and Anti-ragging and Sexual harassment Committee of this college organizes different gender equality awareness programs annually.

The Women Development Cell of the college is always having major role in creating gender neutral

environment in the college by empowering women through various gender sensitivity programmes. Up-till WDC of the college has arranged different programmes involving personality development events, women empowerment lectures, self-defence training sessions for girl students and awareness about women exploitation and prohibition remedies. Guest lectures of Dr.Kranti Jejurkar, Dr.Megha Ghate, Mrs.GeetaVaishampayan and Adv. Kala Patil were organised to inform girl students, female staff members regarding sexual harassment at work place prevention act, domestic violence prevention acts, anti-dowry act etc. So also guest lecture and demonstration of Dr.Arvind Kaire was conducted on self-defence for female students and staff.WDC and other bodies are also having role in organizing health awareness events like health and hygiene, menstrual health and superstitions related programs. Civil hospital, Alibag psychiatrist Dr.Ajit Gawali and Counsellor Mrs.Aparna Karandikar was invited on 08/03/2014 to enlighten girl students on gynaecological issues and their relationship with mental health. To inculcate the importance of women right WDC have also celebrated different women day's like international women day, death anniversary of SavitribaiPhule etc.

The WDC committee have also worked to run psychological counselling of the girls for management of peer pressure on the adolescents. In order that female students can register complaints of sexual and other harassment in-cognito, complaint boxes named "Sakhi" were installed at different places and monitored by WDC committee.For the convenience and cost saving to the girl students, sanitary napkin machines worth Rs 55000/- are installed at the ladies hostel charging only Rs 5/- per napkin. The college has provision of separate room for girl students in the girl's hostel building. Similarly separate gymkhana provided for girl students in the same building. The college has participated in various gender sensitivity programmes initiated by central or state government, one of which was under "JagarJanivanchaAbhiyan"

7.1.3 Alternate Energy initiatives such as:

1.Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 1.11

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 1

7.1.3.2 Total annual power requirement (in KWH)

Response: 90

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Link for Additional Information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 9.21

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 175

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 1900

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

The college campus is always kept clean and natural with the efforts of different non-teaching and daily wages/ housekeeping contract staff members. The NSS and NCC unit of the college also works on special days under Swachha Bharat Abhiyan for the cleanliness of the college campus.

Most of the collected garbage involving non biodegradable plastic and like things in solid form, liquid and e-waste is given to the municipal corporation waste collecting vehicles. Apart from this the college also has two compost pits in the campus for biodegradation of organic solid and liquid waste.

The sewage water from the drainages of the college in the safety tanks is periodically taken in the sewage tanks of Municipal Corporation through suction pumps/tankers. Such collected waste is further treated by the municipal corporation in a specific manner at dumping ground.

E-waste like dead batteries, mother boards and scrap from the college is collected and given to an agency for recycling the scrap. We work with the principle of reduce, reuse and recycle the waste.

File Description	Document
Link for Additional Information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The college campus is located in the Konkan region with the gift of sea shore and natural beauty. As the region comes under high monsoon zone with an average rainfall of 2072.3 to 2345.8 mm. The sand in this area has high water holding capacity. The ground water table is as high as 10 feet in summer season also so that it can be approached by digging 10-to-13 feet only; so as such there is no need of rain water harvesting in this area.

But we have chosen not to be complacent and the rain water is collected. We have a 50 ft X 50 ft terrace on the chemistry department building and we harvest the rain water falling there in two 10,000 liters containers in the campus for using it as demineralised water in chemistry and biology laboratories.

File Description	Document
Link for Additional Information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Being situated at the Arabian Sea shore the campus of our college has the gift of natural beauty. That most of the campus environment is pollution free is indicated by the presence of lichen, the pollution indicator algae-fungus present on barks of the plants. We have embarked on expanding the use of solar power. We have dug huge pits to produce compost manure out of the bio waste collected on the campus.

Near about 30% of the staff and students of the college have their own vehicles; out of this 5% use bicycles. Near about 70% students come from rural areas and depend upon public transportation system like S.T. buses. Obviously, carbon particle emission levels on the campus are at tolerable level because of the minimal use of the vehicles on the campus. To avoid carbon emission and noise pollution around library, lecture halls and laboratories, we have installed barricades and appointed security personnel which prevent vehicles to come in these areas. The college administrative body has active role in acquiring S.T. passes for the students, which also further encourages students to choose this public transportation system.

We have meticulously restricted use of plastic on the campus. Our canteen uses glass dishware's to serve food and sale of packed food items is negligible. Soft drink bottles are biodegradable and in any case the empty bottles are carted away from the campus.

The campus has a well-designed garden and landscape with various shrubs and trees. More than 20 species of flowering plants, gymnosperm like Cycus, precious trees like Mango, Champa, rubber, Rain tree Ashok tree and Java plum and off course, plenty of Coconut trees are there. Apart from this there are near about 20 palm trees of two or three varieties.

File Description	Document
Link for Additional Information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.32

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
1.37	1.72	1.77	.36	.46

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

Response: D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 27

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4	7	5	6	5

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 35

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
8	7	8	5	7

File Description	Document
Details of initiatives taken to engage with local community during the last five years	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website	
Response: Yes	
File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations	
Response: Yes	
File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics	
Response: No	
File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions	
Response: Yes	
File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 51

File Description	Document
List of activities conducted for promotion of universal values	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Institution organized national Birth/ Death Anniversaries of the great Indian personalities.

Commemoration of these events has value much beyond symbolism or tokenism. It reminds the budding citizens of country of the history of nation building and social reform. It creates a sense of responsibility as budding citizens to imbibe the values of freedom, equality, fraternity, tolerance and secularism and to act accordingly in their personal, community and public life. Keeping in mind the unfathomable importance of these events, our college gives immense importance to celebrate these events in a meaningful manner.

On the occasion of national festivals on 26th January and 15th August, apart from mandatory flag hoisting and oath taking we celebrate the day by felicitating student talent in various fields, organizing special events like blood donation camp, AIDS awareness rally, Swachchh Bharat Mission, Performance of Street Plays on anti-superstition, anti-dowry issues. A meeting of NSS volunteers is regularly organized on these days and oath of national service is administered to the volunteers.

Special programs are organized to commemorate the service rendered by such a towering personalities like Mahatma Gandhi, Chhatrapati Shahu Maharaj, Savitribai Phule and Mahtma Jyotiba Phule, Dr. Ambedkar. To remember them and to instill spirit of national service among the students, we invite renowned academicians, social workers to appraise students of the greatness of these nation builders. We also organize essay competitions, and elocution competition dedicated to life and works of these towering personalities.

To salute Dr. Radhakrishnan as philosopher of international repute, our library displays his books in philosophy and education, so that students get inspiration to follow the ideals set by the second President of India. Our library organized a unique event (“12 hrs for knowledge”) on 14th April 2017 to celebrate the memory of the most learned son of India, Dr. Ambedkar. An appeal was made to staff and the students to sit in the library for 12 uninterrupted hours in pursuit of knowledge of their choice. The appeal drew tremendous response. More than 80 members of staff and students participated in great earnestness.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

The institution maintains complete transparency in its financial, academic and auxiliary functions. Open government is the cornerstone of a democratic polity. Similarly, an educational institution in a democratic set up is duty-bound to observe complete transparency in all its functions.

Financial Audit

Finance is the biggest bone of contention in any public institute. Our college maintains utmost openness in the financial matters with the help of 3-tier audit system wherein a certified Chartered Accountant makes the internal audit of income and expenditure annually and presents the audit report which does not reach finality unless the defects and lacuna pointed out by agency are complied with fully by the college administration. The second tier is the government audit which is performed by certified government officer in the office of Joint Director, in the Higher Education Department. Accountant General's audit is the third and final tier of financial audit. We are proud that our college has so far completed all the formalities of process of auditing. The auditor's report is open for perusal to the staff, members of the parent body. The auditor's report is discussed thoroughly in ensuing meeting of executive committee of the parent body. Apart from this, transactions in the grants received from the State and Central Governments towards Scholarship to the students are separately audited by the concerned departments and we can say with pride that our college has completed up to date audit till 2017-18.

Academic audit

The college submits all the necessary information to two governmental agencies namely AISHE and MIS very regularly. The University of Mumbai sends a team of experts for on-site academic audit after online proforma is filled and updated in university website. We have fulfilled this obligation latest by 20161-7. As per statutory norms, college administration comes under the jurisdiction of Right to Information Act 2005. College Principal is the information officer and the President of parent body is the appellate officer. Their names are displayed in prominent places for public knowledge. In order to maintain participatory standards and transparency, students are involved in policy making arms of the college. Students are members of such bodies as the Students' Council, the Gymkhana Committee and all the other internal administrative committees.

Auxiliary functions

Auxiliary functions like the affairs of NSS, NCC, cultural activities are also administered in transparent and responsible manner. Role of students in leadership and executive capacities is of paramount importance. They are amply represented on the NSS, NCC, Gymkhana and Cultural committees. During annual social gathering, students sale tickets for Rose day, Fish pond, Chocolate day etc, but to maintain transparency, the tickets are countersigned by the Principal under his seal and all the financial transactions under these activities are notified publically after the annual social gathering.

Decentralization is the key to transparency. None of our activities are run in an autocratic manner by any of the top officials. The Principal and the management do not shy away from consulting with the members of staff and students.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

. Title of the practice-

Harvesting rain water to be used as dematerialized water for chemistry practicals.

2. Objectives of the practice-

A. Environmentally friendly practice

B. Home-grown innovations

C. Savings on capital investments and recurring expenditures

D. Avoiding excessive use of electricity

3. The context-

The chemistry dept. building has 2500 sq. ft. terrace prior to embarking on this experimental idea. We set to transport distilled water from the R.C.F. Thal factory. Our annual requirement of distilled water was calculated at 20000 ltrs. The department of chemistry has an annual average student strength of 475 students approximately. To save on this recurring expenditure we thought of a home-groomed innovation of collecting rain water and using it as de-mineralized water for the chemistry practicals in the Undergraduate and postgraduate courses.

4. The Practice-

Before commissioning the idea, senior teachers in the chemistry department experimented with collected and filtered rain water and used it as a medium for routine chemistry experiments. Many times over when they were sure that there was no variation in the reading because of the use of de-mineralized rain water, we decided that the experiment can be replicated on a full scale. We made arrangements to clean the tares thoroughly before the onset of monsoon and collect the water in two 10000 ltr capacity tanks on the ground floor via a pipe line. We allowed the first few showers of the monsoon to drain out and collected the subsequent showers in the tanks as an additional precaution filters were fitted on top of the tanks.

5. Evidence of success-

For the last five years we have not encountered any errors in the expected or ideal readings in any of the experiments which means we have not resorted to substituting rain water for costly distilled water. It also indicates that precautions taken to clean the surfaces and to install filters have been foolproof.

In 2016-17 we fabricated a metal sheet shed at the top of the tares and instead of collecting the water from the tares we are collecting it from the tilted tin roof of the tares without any harm to the desired results.

6. Problems encountered and resources required-

The idea was so simple and uncluttered that besides two 10000 ltr capacity tanks and pipe line coming down three storeys of the building no other resources were required. On the contrary, prior to implementing this idea we incurred at least Rs. 400 on transportation for a stock of just 400 ltrs. of distilled water. We also required 50 ltr capacity plastic containers to fetch distilled water from a 10 km away R.C.F. factory. In addition we were compelled to go through the hassles of procuring permissions and get passes every time to take the stock out of the factory. With the success of our experiment all these routine hassles are totally avoided.

1. Title of the Practice-

J.S.M College Employees Cooperative SocietyLtd

2. Objective of the Practice

- A. Easy availability of credit to the employees
- B. Inculcation of habit of monthly saving to the low income group non-teaching staff.
- C. Availability of instant funding in an emergency situation.
- D. Create strong ties of fraternity and cooperation among the employees.
- E. Development of confidence and skill among the employees to manage financial transactions.
- F. Handsome returns on the share capital annually and also at the time of retirement
- G. Welfare majors for all wards of class three and class four employees.

3. Context

Our former colleagues Prof. A.R. Jog and Prof. P.V. Gokhale were very enterprising and welfare minded. They mooted the idea of registering employees cooperative credit society with the government and managing the affairs of collection of share capital and disbursement of loan at a reasonable rate of interest on easy installments so that the low and middle income group employees do not have to source funds at high market rate in their hour of need. They also mooted the idea to provide a facility of instant emergency loan to meet unexpected circumstances. The idea was heartily welcomed in a meeting by all the teaching and non-teaching staff way back in 1977. All the colleagues volunteered to shoulder the clerical and accounting responsibilities.

4. Practice

In the beginning, a member was required to contribute Rs. 15 only per month towards monthly contribution and now a days it is raised to Rs. 200 per month. Being a registered society, we have to follow all the rules and regulations and amendments thereto as enforced by the Cooperative Department of government of Maharashtra. As a result, the share capital limit per member is Rs. 20000. We are providing instant emergency loan upto Rs. 20,000 for a duration of 1 year and medium term loan upto Rs. 1,50,000 for duration of 5 years. The annual interest charged is a mere 10% as against the prevailing market rate of 14% and above.

5. Evidence of Success

We carry out mandatory annual audit by government audit panel and every year they have awarded the topmost grade 'A' without interruption from the beginning i.e. last 38 years. In the beginning, we borrowed finance from the District Cooperative bank but in 1993 the society became self-sufficient and now we are having our own funding for loan disbursal. At present there are 55 members from teaching staff and 44 members from non-teaching staff. Out of 99 members 77 have taken loan from society. Beneficiary percentage is thus 77%. Annual turnover is to the tune of Rs. 1,13,53,400 and assets worth Rs. 88,37,587. Though we are charging interest only at 10% per annum we are giving 12% dividend on share capital for last 20 years. Every year, all the school going wards of class III and class IV employees are given handouts to purchase school books between Rs. 200 to Rs. 600. Society has no paid employee, the committee members work voluntarily. We manage the affairs with such frugality that the total expenditure is less than 1.5% of the total turnover! Over the years even employees in the class 3 category have successfully shouldered the responsibility as chairmen, secretary. Our Non Performing Assets is 0% from the beginning.

6. Problems encountered and Resources required

Because of the fairness and transparency maintained all through the 38 years we have never encountered any problems in running the affairs. The college management has always been positive and has generously provided office space and infrastructure facility at no cost to the society.

File Description	Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Growth In Infrastructural Facilities: - Our College has recorded growth in every aspect from the last accreditation in 2011-12.

1) Laboratories: - In respect of Laboratories we had 13 well equipped laboratories in 2012-13 where as we have well furnished, well equipped 19 laboratories today. In the above said figure of laboratories we have well equipped, having internet facility laboratories of computer science and IT. There is increase in the facilities of these laboratories as well viz, number of PC's, laptops & LCD projectors, There is rise in browsing centres as well from zero to fourteen. We made 9 laboratories ICT compatible.

2) Classrooms: - We had 22 classrooms, now we have 34 modern & electrified classrooms with enough ventilation facilities to encounter hot & humid atmosphere of the region. These classrooms are not only useful for teaching-learning process but also useful for other social purposes. As these classrooms are very large they are utilized to conduct various competitive examinations conducted by different governing bodies like MPSC (Maharashtra Public Service Commission), Z.P's, Police department, revenue department etc. We made 8 classrooms ICT compatible.

3) Library: - Regarding library there is consistent rise in number of books from the last time. As the number of books last time in 2011-12 we had 65269 books including text books, reference books, journals etc. Now it has crossed 75000 figure. The library has been digitalized as we have more than 90000 e-books & e-journals. Also there are separate study rooms for both the staff and the students.

4) Seminar Halls & Staff-Common Rooms: - In 2011-12 we had only on seminar hall which was used for various educational & social purposes. Now we have 2 seminar halls. In the year of 2012-13 we had staff-common rooms for certain departments like physics, chemistry, botany & a common-staff room for all faculties. Now we have separate staff-common room for each and every department.

5) Cultural Activity Centre & Parking: - Our College have a permanent stage to encourage cultural activities. In addition our college provides large & protected parking area to reduce inconvenience for the staff & students. These facilities have been used as election centre for various elections for the last three years by Election Commission Of India.

6) Administration Building: - For administration we have new, well equipped & well-furnished building. The administrative activities have been computerized and a new software of MKCL has been introduced by Mumbai University to make the various activities, time saving & easy to use.

7) Security: - Our college campuses under CCTV surveillance. In all 32 CCTV cameras have been installed, which cover entire campus to help solve security issues.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5. CONCLUSION

Additional Information :

We are aware that availing research grants of the University, the UGC and agencies like ICSSR by the teachers and availing development grants of the department of Human Resource Development and the UGC for the college need to be given priority. We propose to concentrate our energies on this aspect in the near future.

We have made a beginning to overcome the absence of career guidance, campus interviews and placement opportunities to the students in our institution. We have signed memorandum of understanding with 2 establishing agencies in the field of career guidance and the training programs have actually been conducted. We will invest more efforts to eradicate the phobia and the diffidence among the students to take up competitive examinations.

Concluding Remarks :

After having achieved the target of creating presently sufficient and futuristic infrastructure in terms of classrooms, laboratories, administration facilities and also computerization of admissions, examinations, library indexing and accession, the base for service upgradation is ready.

Almost full capacity qualified teaching staff is appointed. We have judicious mix of experienced teachers and new entrants. Out of 39 permanent teaching staff, 14 are PhD and 21 have cleared NET/SET. More than 50% teaching staff is young below 40 age group and more than 50% teaching staff is alumni.

Co-operative credit society for teaching and non-teaching employees is active since 1978. Non-conventional eco-friendly solar LED lighting for microscopes commissioned in Biology department, Physics department and on pathways.

Now our logically next step will be to concentrate on the following –

1. Proper compilation of feedback from stakeholders.
2. Strengthen Alumni Association activities.
3. Encourage teachers to undertake research, present research papers in a big way.
4. Avail research grants and development grants of the government, UGC and other agencies.
5. Encourage students to take up competitive examinations, NET/SET/TOEFL/Gate/CAT/GRE.
6. Concentrate on industrial collaborations, linkage to on-job training, and internship for students.
7. Take steps to uplift quality of student's participation in research, sports, and cultural activities.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 1 Answer after DVV Verification: 0</p> <p>Remark : The letter attached is about restructured program and not for new course.</p>																				
2.1.3	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>1656</td> <td>1581</td> <td>1581</td> <td>1534</td> <td>1523</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>1797</td> <td>1833</td> <td>1999</td> <td>1747</td> <td>1782</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	1656	1581	1581	1534	1523	2016-17	2015-16	2014-15	2013-14	2012-13	1797	1833	1999	1747	1782
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2016-17	2015-16	2014-15	2013-14	2012-13																	
1797	1833	1999	1747	1782																	
2.4.2	<p>Average percentage of full time teachers with Ph.D. during the last five years</p> <p>2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>14</td> <td>11</td> <td>10</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3</td> <td>3</td> <td>1</td> <td>9</td> </tr> </tbody> </table> <p>Remark : Corrected as per supporting document</p>	2016-17	2015-16	2014-15	2013-14	2012-13	15	14	11	10	7	2016-17	2015-16	2014-15	2013-14	2012-13	1	3	3	1	9
2016-17	2015-16	2014-15	2013-14	2012-13																	
15	14	11	10	7																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
1	3	3	1	9																	
2.4.4	<p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p>																				

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
1	2	2	1	1

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	1	2	2	1

Remark : Corrected as per supporting document

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : HEI 's correction

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

3.3.3.1. How many Ph.Ds awarded within last five years

Answer before DVV Verification : 6

Answer after DVV Verification: 3

Remark : Supporting document not authorised. Registration year of Scholar not mentioned.

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

3.4.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
4	1	1	1	4

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
3	1	1	0	2

Remark : Corrected as per supporting document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender

Issue, etc. during the last five years

3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
849	725	1032	981	1233

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
789	647	971	926	1156

Remark : Corrected as per SSR Excel

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
2.80	1.76	3.55	3.51	6.84

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
2.80	1.76	3.55	3.51	6.94

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
61	59	78	63	102

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
81	59	78	63	102

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

5.1.4.1. Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
307	350	385	287	124

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
3	7	7	3	3

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
1	4	4	1	1

Remark : Corrected as per supporting document and SSR Excel based on the relevance of the metric in question

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

Answer before DVV Verification : C. At least 4 of the above

Answer After DVV Verification: D. At least 2 of the above

Remark : corrected as per supporting document

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2016-17</th><th>2015-16</th><th>2014-15</th><th>2013-14</th><th>2012-13</th></tr></thead><tbody><tr><td>1656</td><td>1581</td><td>1581</td><td>1534</td><td>1523</td></tr></tbody></table> <p>Answer After DVV Verification:</p> <table border="1"><thead><tr><th>2016-17</th><th>2015-16</th><th>2014-15</th><th>2013-14</th><th>2012-13</th></tr></thead><tbody><tr><td>1797</td><td>1835</td><td>2001</td><td>1747</td><td>1782</td></tr></tbody></table>	2016-17	2015-16	2014-15	2013-14	2012-13	1656	1581	1581	1534	1523	2016-17	2015-16	2014-15	2013-14	2012-13	1797	1835	2001	1747	1782
2016-17	2015-16	2014-15	2013-14	2012-13																	
1656	1581	1581	1534	1523																	
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1797	1835	2001	1747	1782																	