Annasaheb Vartak College of Arts, Kedarnath Malhotra College of Commerce, E.S.Andrades College of Science Vasai Road West, Palghar 401202.

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NAAC Re-Accreditation Report 2009-10 to 2013-14



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NAAC Steering Committee

Dr. Keshav N. Ghorude - Principal, Chairperson



Dr. Deepa Murdeshwar-Katre – Vice-Principal & Steering Committee Co-ordinator



Mrs. S. V. Chitale

Mr. Arvind Kumar Jha

Dr. Jyotsna A. Mahaley

Dr. P. Sashidharan

Mrs. Smita T. Jagtap

Dr. Santosh A. Shende

Dr. Rahul N. Jadhav

Dr. Arvind W. Ubale

Dr. Shatrughan V. Phad

Mr. Ajay M. Kamble (Librarian)

Mr. Dilip Vartak (Registrar)





VIDYAVARDHINI'S Annasaheb Vartak College of Arts, Kedarnath Malhotra College of Commerce & E. S. Andrades College of Science.

(Affiliated to the University of Mumbai)

And Junior Colleges

Prin. Dr. K. N. GHORUDE M.A., M.Phil., Ph.D.

Residence:

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Ref. No.:

Date :

Declaration by the Head of the Institution

I certify that the data included in this Self-Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer Team will validate the information provided in this SSR during the Peer Team visit.

Place: Vasai Road

Date: 4 September 2015

Dr. K. N. Ghorude Principal



Preface

Preparing for the second cycle of accreditation was quite a challenge for all of us in our college since the momentum before, during and after the Peer Team visit in 2004 had got lost somewhere in the major infrastructural changes that the college made. The older one-storeyed gymkhana building was demolished and an impressive five-storeyed library building came up. New courses were introduced one by one in the college and these were shifted to the new building along with second and third year B.Com. classes. Then, there were major internal changes in the main building in which the staff room and office, the pantry and staff washrooms were redesigned. Finally, we settled down in the new staff room in the academic year 2012-13. By then, the University had introduced the new Credit-based Semester system which brought with it the pressure of internal tests and projects as well as semester-end exams. In all this, even our Annual Quality Assurance Reports or the fact that our second cycle was due seemed to have been shelved.

The appointment of our new Principal, Dr. K. N. Ghorude in July 2014 brought in a positive awakening of sorts. It was he who reminded and inspired the IQAC to work on the long-pending AQARs and submit them at the earliest. By the end of January 2015, we had submitted AQARs of all the five years, from 2009-10 to 2013-14. In the meantime, the NAAC Committee was formed with me as Co-ordinator to prepare the Re-Accreditation Report of the second cycle. A workshop was organized exclusively for all our staff members, teaching as well as non-teaching, on 29 and 30 November 2014. At the end of this awe-inspiring workshop, it was decided that seven teams be made for the seven criteria and team leaders for the same were nominated.

Each team was given four to six members from the remaining staff. In this way, nearly forty staff members, those from the self-financed courses included, became actively involved in the process of writing the RAR. I took up the responsibility of other items in the RAR besides becoming the single point of contact for any material that the teams needed. At this juncture, I must make express my gratitude to the younger staff members and the non-teaching staff who assisted me in whatever way and whenever I wanted them to. Being part of drafting the RAR with the meticulously drawn out guidelines of the NAAC has been an enlightening and enriching experience for all of us. We look forward to the Peer Team visit.

Dr. Deepa Murdeshwar-Katre, Co-ordinator, NAAC Steering Committee



EXECUTIVE SUMMARY - SWOC ANALYSIS OF THE COLLEGE

The origins of our college are, perhaps, unique in the history of our country. The Vidyavardhini Trust, the brainchild of Padmashree Shri Bhausaheb Vartak, was formed in 1970 by leaders of the two leading political parties of Vasai (one in power and the other in opposition) with the sole intention of providing value higher education to this region which was then a forest area dotted with villages. Eminent advocates and businessmen joined the Trust. These visionaries knew how education could change society and that long ago, emphasized the need to educate girls. The Annasaheb Vartak College of Arts and the Kedarnath Malhotra College of Commerce was founded in 1971 and the E. S. Andrades College of Science in 1972. Today, though most of the founder members are no more, the office bearers of the Vidyavardhini Trust continue the tradition of providing quality education to the youth in this region with special focus on the economically and socially deprived sections of society. The college applied for accreditation in 2003 and was awarded B+ by the NAAC Peer Team in early 2004.

A suggestion by the Peer Team to construct a new building for library and the introduction of self-financed courses was taken up seriously by the Management and plans for the building began soon after. Due to the fact that the college was undergoing major infrastructural changes, we could not apply for re-accreditation for the second cycle in 2009 and are applying for re-accreditation now.

There have been a number of positive changes in the college since then. Year after year, the Vidyavardhini Trust has spread its wings and every year, new programmes of undergraduate, post-graduate and research have started. Many staff members are involved in academic writing of various kinds. All this is evident in the comparison between our SSR and this RAR. The changes have been incorporated in the seven criteria that the NAAC assesses colleges with. Here is a brief overview of these criteria:

Criterion I: Curriculum Aspects

A curriculum is prescribed to make a student, a successful learner, a confident individual, and a responsible citizen. The institution has taken necessary and sufficient steps to develop the knowledge and skill of the student. Proper planning is done to disseminate the content of the curriculum as per the syllabus prescribed by the University.

A thoroughly planned and well designed academic calendar is very vital to follow the curriculum aspects. A crystal clear picture of admission schedule, Internal test and Semester End exam arrangement aids in timely completion of syllabus and other academic oriented activities.

Several innovative tools and techniques are used by the teachers to effectively translate the curriculum into an action plan. Teachers are encouraged to participate in seminars and workshops, by affiliated colleges to help them keep abreast with new developments and improve their academic and pedagogical skills.



Students get hands on experience through the Applied Component paper in the science faculty which provides a different exposure to students that is job oriented. The Applied component paper evinces interest because it is not as rigorous as the major component. It is more practical oriented and hence gives the student a taste of industry projects and organization culture. Students are motivated to improve their personal skills. Economically weak students enjoy relaxation in fees.

Feedback is the benchmark to check the academic progress. It is a thought provoking process that helps all the individuals of the academic fraternity. Feedback is regularly taken, either formally or informally, to check the quality of syllabus delivered and improved upon as per the requirement. All constructive criticism, if any, is taken into account to correct the various aspects of teaching that dramatically improves the content and delivery of the lectures. Thus the curriculum when planned, delivered, and deployed brings a win-win situation to both the teachers and students and all other academic stake holders at large.

Criterion II: Teaching - Learning and Evaluation

Our college follows an open admission policy by giving admissions to the students in aided and self-financed courses purely on merit basis and strictly adheres to the reservation policy of the Government of Maharashtra and the University of Mumbai. The students of economically and socially weak background and the students excelling in extra-curricular activities are given admission from the special quota.

The teachers make their teaching learning schedules and plans according to the academic calendar of the college. The students are oriented towards the learning objectives of the courses at the beginning of the academic year. If it is required, extra classes are conducted for the completion of the syllabus. The college gives equal importance to extra-curricular activities which gives actual exposure to the talent of the students.

The well-qualified and experienced teachers of the college use innovative teaching methods with the help of audio-visual aids and library and eresources which make the whole teaching learning process more interesting, enjoyable and so, interactive and participative, creating lots of scope for generating critical thinking, creativity and scientific temper amongst the students. The advanced learners, the slow learners and the students at the risk of drop out are given special attention by the teachers. The students are sensitized on the issues such as gender equality, environment conservation and health through the curricular, co-curricular and extra-curricular activities that take place in the college throughout the year.

The IQAC of the college has its check on every academic activity of the college. The quality of teaching and learning is never compromised and it is monitored by taking formal and informal feedback from the students about the teachers and their teaching.



The college has always encouraged its teachers to present and publish research papers in conferences and seminars and to participate in workshops held at university, state, national and international levels for exposing them to the advanced level of knowledge and skills. It has also motivated the teachers to send Research Proposals for seeking grants for Minor and Major Research Projects from the University as well as the UGC. Many of the teachers have completed their Minor and Major Research Projects. The research project work of some of the teachers is in progress. Some of our teachers have received awards for their valuable contribution in the field of teaching, research and administration.

Keeping in mind the importance of evaluation procedure in the whole teaching learning process, the Examination Committee of the college conducts the complete procedure of evaluation strictly as per the rules, regulations, reforms and guidelines laid down time to time by the University of Mumbai. The college has introduced formative and summative assessment for the continuous evaluation of the performance of the students. The Internal Assessment and Semester Exam have resulted in positive changes in teaching learning process. After the declaration of the results the Principal and the Heads of the Departments analyse the result and necessary steps are taken to better the performance of the students. A student can apply for reassessment and/or revaluation of his/ her answer sheets as per the Mumbai University's rules if he/she is not satisfied about the result. In other words, the teaching learning and evaluation are done strictly adhering to the academic calendar of the University of Mumbai.

The college has a Placement Cell which provides placement and counselling services to the students by organizing lectures and seminars of the experts from the fields of education and industry.

Along with the academic involvement and performance the institution also ensures that maximum students participate in co-curricular and extra-curricular activities like N.S.S., N.C.C., Sports and cultural programmes for their holistic development.

Criterion III: Research, Consultancy and Extension

In the real sense, academic success truly depends on research and publication. Research centres reflect the technical strength of the department and greatly influence the quality of education imparted. The Zoology department has a well established research centre with several on-going projects to their credit. Existence of such a research centre augments the face value of the college. Students participate and imbibe the research culture imparted in the college campus. The skill, knowledge and the expertise of the teachers mould the students to take up research activities.

Research is meaningful and complete only when adequate resources are made available. In our college, we are fortunate to have the necessary resources. Resources are adequate in terms of availability of library books, access to internet, facility to participate and organize research oriented seminars and workshops.



Another department has recently come up with a research centre. The Department of Economics set up its research centre in the year 2013. This centre organizes various activities to promote a healthy research culture among staff and students. We are sure that, many new research projects will successfully be completed in the coming academic year.

To promote student citizenship, the college conducts several programmes that involve the N.C.C. and N.S.S. groups. These groups take up social service activities such as blood donation camp. These units also undertake environment awareness programmes like tree plantation, street plays, disaster management, etc.. This inculcates good habits and gives them confidence to handle real life situations.

The institution is very proud to have such research centres and is also striving to introduce research centres in other subjects also. With the pool of knowledgeable staff and the co-operation from the management, setting up such research centres will not be a difficult task.

Criterion IV: Infrastructure and Learning Resources

The Local Managing Committee of the college and the Managing Committee upgrade the specific infrastructure required for the college. The college has a large campus of 20,234.2820 sq.mts. This consists of 3 buildings. We have a technically equipped administrative block, 7 well equipped laboratories; the Science faculty have their departmental rooms along with labs. Most of the departments have department rooms with computers or laptops.

There are 43 classrooms of which 2 are small while the others are large, spacious and well ventilated with a capacity of 100-110 students. In most of the rooms CCTVs have been installed, a step taken towards enhancing on campus safety. In the classrooms of the self financed courses, provision of audio-visual facility is also made.

The Women Development Cell and Grievance Redressal Cell share the room for their activities. As the number of girls is more than that of boys and they come from far off places, we have 2 girls' rooms. A separate space is for the canteen. N.C.C. and N.S.S. have separate offices while for cultural events the college has built an A/C auditorium with a capacity of 600 persons with good sound system. For indoor games a Gymkhana of around 260 sq.ft. is there while outdoor games are held on the large playground.

The institution has LCD, ICT, Smart board, OHP, Power Point presentation, educational CDs, DVDs, etc., for making teaching learning more interactive and effective. Due to shortage of electricity in the region, a Kirloskar generator with 125 kw has been installed. The college has increased the expenditure on equipment from 2009-10 to 2013-14 by 60% and on campus infrastructure by 22%.

The infrastructure of the college is regularly upgraded and improved as per the requirement. There is a proper maintenance of stock registers of chemicals and equipments. Water tanks are regularly cleaned. Fire extinguishers have been



installed as a safety measure. The college makes plans for using the IT infrastructure with the support of UGC and management funds.

The Library Advisory Committee has improved facilities and services through use of information and modern communication technology. It provides valued services to meritorious as well as economically poor students. The library is situated on the 4th and 5th floors for which two lifts operate which definitely help the physically challenged students to reach the library. The library has a well organised and labelled collection with facilities such as reference section, periodical section, CDs, etc. There is a separate reading room for students and staff.

Every year, the library hosts a book exhibition, where various publishers put up stalls, which display books at a discounted price. On an average, the number of books added in the last 5 years are 1612 for aided section, 705 for UGC-add on courses and for unaided section it is 655. The ratio of library book to students enrolled has increased from 20:1 in 2009-10 to 24:1 in 2013-14. Maintenance of the library is done every year.

Criterion V: Student Support and Progression

Commitment and accountability are the two pillars of success in any academic institution. Keeping this in mind, the entire workforce strives towards the progress of the students in all facets.

Financial support provided to economically backward students is a boon. Organising various events that sharpen their skill boosts their morale and builds up confidence, thus promising a holistic development of the student. Academically inclined students are provided with ample books related to the syllabus, competitive exams and job oriented activities. Several welfare schemes adopted by the institution motivate students to participate in different self improvement and team based activities. Special focus is given to slow learners and coaching such students outside class hours is a commendable job taken up by the staff. Teachers and students work as a team in several administrative committees that makes the system transparent.

Education does not begin and end with teaching, exams and results. Students, on graduation, should find themselves employable, stand support to family and stay alert as a citizen. Just mere chalk and board learning is not sufficient. In our college, students are exposed to seminars, exhibitions, study tours, guest lectures, sports and cultural events that sharpen their skills and broaden their knowledge.

The experience of and exposure to the Alumni can be of great help in guiding students. Though Alumni activities in our college are at their nascent stage, they will soon grow to higher levels. Once established, we can then have an exchange of ideas, approaches and methods towards academic improvement. Alumni of self finance courses will be of great help because our students get placed in the technology industry. Alumni can act as mentors to the students in subjects that have a project component. In a nutshell, the institution provides sufficient means for the smooth growth, sound progress and all round development of the students.



Criterion VI: Governance, Leadership and Management

The mission of our institution is to provide affordable and qualitative education to the students from rural area with special emphasis on girls' education and to instil self-confidence in them through curricular, co-curricular and extra-curricular activities for eradicating social and economic inequality.

The institution believes strongly in the culture of participative management and division of work. The Principal is the apex authority in the hierarchy followed by Vice-Principals, Registrar and Office Superintendent to make the decisions on day to day basis. Various committees and the departments have operational autonomy regarding the activities that they conduct for the students. The committee members and the students' representation in the committees create enough scope for honing leadership skills amongst the staff as well as the students.

All the facilities and the benefits regarding the professional development of teaching and non-teaching staff are provided to them. The teachers are permitted to attend and participate in capacity building programmes organised by the UGC-Academic Staff Colleges, the ICSSR and other academic bodies. They are also encouraged to participate in various workshops, seminars, conferences and training programmes. The non-teaching staff is motivated to take higher education and to complete training programmes and MSCIT courses for further promotion. The promotion of the teaching and the non-teaching staff of the college is done as per the rules and regulations of the State Government and the UGC.

Quality is observed by encouraging teachers to use ICT and innovative methods in the teaching learning process, to complete their M.Phil. and Ph.D. and to take up research projects. The teachers take efforts to equip the students with job-related skilfulness and inculcate in them a positive attitude and critical thinking through various curricular, co-curricular and extra-curricular activities. The institution attempts to produce qualitative and innovative teaching learning environment. The IQAC keeps an eye on all activities taking place in the college to ensure quality education. It invites suggestions from the staff, students and the alumni and tries to implement them for the benefit of its stakeholders.

Every year the management makes resolutions for the welfare of its staff and for the development of the college. If there are any complaints they are reported and solved by the Grievance Cell as well as by the Women Development Cell of the college. The Principal is responsible for providing all kinds of information regarding the college to the management.

The Annual Budget and all the financial statements regarding fees, salary and grants are prepared and maintained properly. Finance and accounts are regularly audited by the Internal and External Auditor.



The college takes pride in the infrastructural facilities and need based graduate and post-graduate courses that it has started. However, it also plans to introduce more Post Graduate courses than the seven it already has and to initiate liaisons with local industries.

Criterion VII: Innovations and Best Practices

Green audit is regularly conducted in the campus with the help of N.S.S. students and students of Botany. There is a medicinal plants section in the campus. Energy conservation is maintained to a great extent and the students and staff are instructed to switch off all electrical appliances whenever not required. CFL, CRT and solar lights have been installed to save energy. Rain water from terraces is collected through pipes and used for watering plants in the garden during the monsoon. Saplings are used to felicitate the guests. On Independence Day, Republic Day, Maharashtra Day or any day of celebration in the college we have the practice of planting trees by the dignitaries.

Chemical waste and biological waste is carefully autoclaved and then disposed. Electronic waste is discarded by selling to the local vendors. The college had a Personal Library Scheme for the teachers which was unique in our college. Electronic notice boards have been installed in the library, exam section and office for providing the information to the students. Best library user awards are conferred every year on students who make the best use of the library. In the Physics department the lab assistants design and construct circuits and AC sources.

Reprography facility is available for external users who are researchers. Teaching and non teaching staff are felicitated to acknowledge their services every year. This encourages them to progress further. Members of the management are present to praise them whenever possible. Extra and repeat practicals are conducted for science students who cannot attend regular practicals and those who want to practice are allowed to do so by their teachers. Audio-visual presentations of practical sessions enhance interest in the concerned subject and build confidence among students.

The college follows open door policy to maintain cordial relations and friendly atmosphere. Students and parents are free to meet any staff member or the Principal as they desire. Post graduation courses and research centres for Economics and Zoology have been started following the recommendations of the Peer Team. An android mobile app Vartakapp was developed and barcode circulation system, NList Consortia introduced in the library.

Keeping in mind the aims, objectives and mission of our college, we have always tried to provide innovative services to strengthen the culture of continuous improvement.

The worthiness of an educational institution can be judged by its strengths, weaknesses, the desire and opportunities it has for improvement and the



challenges it faces in the day to day routine activities. Listed below is the SWOC Analysis of our college:

Strengths:

- ➤ The Management, Principal and staff have continuously worked towards the fulfilment of the vision and mission of our founders.
- ➤ The institution focuses on quality education for girls and the socially and economically downtrodden.
- ➤ Nearly two-thirds of our students are girls.
- ➤ The close proximity to a major railway station on the Western line of the local train network in Mumbai and Western Railway helps staff and students who travel by local and outstation trains.
- ➤ In spite of its being close to the station, the college enjoys a peaceful working environment because it is not on the main road.
- ➤ The college has a large campus with three buildings and a number of trees that house numerous birds.
- ➤ There is transparency in the admission process admission is given solely on merit basis and the fee structure as prescribed by the University of Mumbai is strictly followed, even in the Self-financed courses where the University allows institutions to charge more than the minimum specified.
- ➤ The college adheres to UGC and University norms at every stage, whether admissions and results of students, recruitment of teaching and non-teaching staff, conduction of lectures and practicals and purchase of equipment in offices or departments.
- ➤ The college provides Wi-fi facilities to staff and students in the staff room and the library.
- ➤ The college has a very co-operative and helpful non-teaching staff, which guides any student that comes to the college doors. Rarely has a student needed to travel all the way to the University to resolve any issue.
- ➤ The open door policy followed by the authorities and the staff contributes to the friendly atmosphere in the college.
- ➤ The teaching staff is an excellent blend of well-experienced and young and enthusiastic intellectuals.
- The college fulfils the Constitutional obligation of social empowerment by employing staff from the socially underprivileged sections.
- ➤ Many among the teaching staff are members of various academic bodies of the University.
- A number of our teaching staff have been resource persons at workshops and seminars.
- > Our students are a medley of remotely rural and urban breed leading to a differently cosmopolitan atmosphere
- ➤ Industrial and field visits, visits to premier institutions like the BARC or to museums ensures a holistic development of students
- > Special care is taken of physically challenged students.
- ➤ Many of the teachers guide and counsel the students whenever they have a problem, be it personal, financial or any other.



- The teachers not only depend on the traditional teaching methods but also use modern technology like computers, LCD projectors, film shows, and video clippings for effective teaching.
- ➤ The college library is one of the best libraries among colleges of the University of Mumbai and is housed on two upper floors of the new building constructed on the recommendations of the Peer Team during their last visit.
- ➤ Besides the regular Undergraduate programmes, the college has Postgraduate courses in seven subjects
- We have Research Centres in two subjects, one from the Arts faculty (Economics) and one from the Science (Zoology).
- ➤ Eight Minor Research Projects and one Major Research Project have been completed by staff members in various subjects. Many among them have published research articles.
- Four of our staff members are recognized Ph.D. guides.
- ➤ The college has a state-of-the-art auditorium with a seating capacity for 600 people.
- The college has been one of the most important centres for examinations of the University of Mumbai since a long time.
- ➤ The college is one of the few Cluster Centres of the University of Mumbai for the assessment of third year courses.

Weaknesses:

- ➤ Being far away from the University, it is time-consuming when the college has to either send or receive any documents in hard copy.
- ➤ The erratic electricity supply of the MSEB (Maharashtra State Electricity Board) leads to increase in expenditure as the college has to be dependent on large generators, UPS for computers in the office and laboratories. There is also more expenditure on maintenance.
- Many of the students are first-generation learners and the college has not yet established proper bridge courses to help them.
- ➤ The institution lags behind on the front of interface with institutions of repute, national and international.
- The college needs to enhance its potential towards consultancy services and reach out to industry and the corporate world.
- A number of staff members, both teaching and non-teaching are not yet compatible with emerging technologies in the field of higher education.
- ➤ No fixed system of student feedback. While some departments maintain a formal mechanism, most of them rely on informal feedback.
- ➤ No proper feedback mechanism from stake holders.
- ➤ In spite of there being a majority of girl students in the college, there are only two girls' rooms.
- > There is not much awareness of UGC or any other funding, and so, high impact factor has not yet been achieved by faculty.
- > The large campus often falls prey to trespassers and encroachments.

Opportunities:



- The large campus can accommodate more constructions for expansion of courses and provision of girls' and boys' rooms.
- ➤ Collaborations and tie-ups with the local enterprises in the industrial belt nearby could yield additional income to the college.
- ➤ Bridge or remedial courses can be started for weaker students.
- ➤ With the increased awareness and enthusiasm of the younger staff, the apt use of UGC funds for Major or Minor Research Projects could bring accolades to the college.
- > Staff training programmes on technological developments can be started.

Challenges:

- > Teaching a student community that ranges from the tribal and rural populations to the urban poses its set of challenges to the teachers.
- ➤ With the increase in the number of students per class, accommodating all of them in a classroom has posed a problem.
- ➤ With Vasai changing rapidly from a sleepy little suburb to a vibrant modern township is the need to expand the existing courses. How to handle this, keeping in mind the constraints of the infrastructure is challenging indeed.

The Vidyavardhini's Annasaheb College of Arts, Kedarnath Malhotra College of Commerce, E. S. Andrades College of Science has undergone a metamorphosis over the past few years. From only a few staff having doctoral degrees, today 18 of our teachers have acquired Ph.D. degrees and a few more have registered for the degree. Four of our teachers are research guides. The Rajani Hall, which was just a huge hall with a raised section for a stage, is today a state-of-the-art auditorium. The one-storeyed Mamasaheb Mohol building has been transformed into an impressive five-storeyed building housing the library and the self-financed courses which were introduced one after the other over the years. The location of the staff room and office was earlier inconvenient to people because they would first pass by the staff room to go to the office. This was exchanged and now the office is easily accessible and the staff room spared of outside disturbances. The college has also been well-laid out campus. There is a botanical garden, a fountain with a designed garden and a properly fenced playground.

This overview and analysis of the college gives a glimpse of the subtle dynamism of the oldest college in Vasai keeping abreast with the times. The detailed criteria-wise inputs along with the departmental information will further corroborate what is stated here.



Profile of the College

1. Name and Address of the College:

Name of	Vidyavardhini's Annasaheb College of Arts, Kedarnath
college	Malhotra College of Commerce, E. S. Andrades
	College of Science
Address	Vasai Road (West), Dist. Palghar
City	Vasai Road (West)
Pin	401 202
State	Maharashtra
Website	www.avc.ac.in

2. For communication:

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Vice- Principal & Steering Committee Co- ordinator	Dr. Deepa Murdeshwar- Katre	O: 0250- 2332017 R: 022- 28919075 M: 9869009263	0250- 2352981	deepagmk@rediffmail.com
Vice- Principal	Mr. Chandrakant S. Ghuge	O: 0250- 2332017 R: 0250- 2335717 M: 8888846809	0250- 2352981	cghuge@yahoo.in

3.	St	atus of	the Institution	ı:		
	Af	filiated	College	$\sqrt{}$	Constituent College	
	A	ny othe	r (specify)			
4.	Ty	ype of	Institution:			
;	a.	By Ge	nder			
		i.	For Men			
		ii.	For Women			
		iii.	Co-education	$\sqrt{}$		



ł	o. By Shift i. Regular	$\sqrt{}$	
	ii. Day		
	iii. Evening		
5.	It is a recognized m	inority institution?	
	Yes No If yes specify the reprovide documentary	ninority status (religious/linguisticy evidence.	c/ any other) and
6.	Sources of funding:	Government	
	Grant-in-aid Self-financing Any other		
	(dd/mm/yyyy) D. University to wh	ich the college is affiliated /or who constituent college)	
	University	of Mumbai	
(. Details of UGC 1	recognition:	
	Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks(If any)
	i. 2 (f)	26/ 04/1976	
	ii. 12 (B)	26/ 04/1976	
	(Enclose the Certifica	ate of recognition u/s 2 (f) and 12 (B	of the UGC Act)
8.		university Act provide for conferm ne UGC), on its affiliated colleges	•
	Yes $\sqrt{}$	No	
	If yes, has the Colle	ge applied for availing the autono	mous status?
	Yes	No √	



9.	Is the college recognized	
		th Potential for Excellence (CPE)?
	Yes	No \[
10.	Location of the campus and a	rea in sq.mts:
	Location *	Semi-urban
	Vidyavardhini Campus Area	48,562.2770 sq. mts.
	Arts, Commerce & Science College Campus Area	20,234.2820 sq.mts.
	Built up area of the college in sq. mts.	18,916.92 sq. mts.
'	(* Urban, Semi-urban, Rural, Tri	bal, Hilly Area, Any others specify)
11.	Facilities available on the ca	ampus (Tick the available facility
case of th	the institution has an agree	letails at appropriate places) or in ment with other agencies in using any ormation on the facilities covered
•	Auditorium/seminar complex	with infrastructural facilities $\sqrt{}$
	sports facilities * play ground * swimming pool * gymnasium √	
•	Hostel No	
•	Residential facilities for teac numbers available — cadre w	ching and non-teaching staff (give vise) No
•	Cafeteria — Yes	
•	Health centre –	

Since the college is adjacent to a Primary Health Centre – in fact, one enters the PHC gate first to come to the college gate – the college does not need a Health Centre of its own. Whenever there is need of medical help, the college approaches the PHC doctor and their staff who provide the necessary service.



First aid, Inpatient, Outpatient, Emergency care facility, Ambulance
 First aid box kept in office.

• Facilities like banking, post office, book shops --

The college has a branch of Union Bank of India on its premises.

- Transport facilities to cater to the needs of students and staff -- No
- Animal house -- No
- Biological waste disposal -- No
- Generator or other facility for management/regulation of electricity and
 voltage -- Yes
- Solid waste management facility -- No
- Waste water management -- Yes done in the Biology Dept.
- Water harvesting --

Yes – done in the Chemistry Dept. during the monsoon

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

SI. No	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student strength	No. of students admitted
	Under-	BA	3 years	Std. XII	English &	1200	1108
	Graduate				Marathi		
		BCom			English	1440	1410
		BSc			English	720	771
	Under-	BSc (C.S.)	3 years	Std. XII	English	180	113
	graduate (Self-	BSc (BioTech)				105	93
	Financed)	BSc (I.T.)				360	252
		BMS				180	185
		BCom (B & I)				180	182
	Post-	MSc (I.T.)	2 years	Graduation	English	40	30
	graduate	MSc (C.S.)	•			40	06
		MA (Hist.)				200	118
		MA (Eco.)				120	91
		MA (Mar.)			Marathi	120	63
		MCom			English	120	100
	Post-	M.Sc.	2 years	Graduation	English	02`	01



graduation with research	(Zoology)	V	with 55%+		
M. Phil.	NIL				
Ph. D.	Zoology		Post-	English	06
	Economics	1	graduation		02
Certificate	NIL				
UG	NIL				
Diploma					
PG Diploma	NIL				
Any Other	NIL				

13. Does the college offer self-financed Programmes?

Yes	√		No	
If yes,	how many	?	11	

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

Yes	V	No	Number	03
		I		

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

Faculty	Departments	UG	PG	Research
Science	 Physics Botany Zoology Mathematics Chemistry Bio- Technology Computer Science Information Technology 	\ \ \ \ \ \ \ \	Computer Science Information Technology Zoology (M.Sc. by research)	Zoology
Arts	1) Economics 2) English 3) Marathi 4) Hindi 5) History 6) Political Science 7) Geography	\ \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	1) Economics 2) Marathi 3) History	Economics



	8) Rural Development	V		
	9) Psychology			
Commerce	1) Commerce	1	1) Commerce	
	2) Business Law			
	3) Business			
	Economics			
	4) Accountancy			
	5) Banking &	V		
	Insurance	1		
	6) Management			
	Studies	'		

Self-financed Courses:

Faculty	Departments	UG	PG	Research
Science	1) I.T.	1	$\sqrt{}$	
	2) Computer			
	Science			
	3) Bio-Technology			
Arts	1) History		V	
	2) Economics			
	3) Marathi			
Commerce	1) Commerce		V	
	2) Management			
	Studies			
	3) Banking &			
	Insurance			

		Insurance		٧		
16.	Number of	Programme	s offered unde	er (Pro	gramme mean	s a degree
	course like H	BA, BSc, MA,	M.Com)			
	a. annual	system				
	b. semes	ter system	11			
	c. trimes	ster system				
17.	Number of	Programmes	s with			
	a. Choice	e Based Credi	it System		Г	
	b. Inter/N	Multidisciplina	ary Approach		Ī	
	c. Any other	er (specify an	nd provide deta	ails)		
	1	e follows the sity of Mumb	Credit-Based S ai	Semest	ter & Grading	System of
18. Edu	cation?	ollege offer U	JG and/or PG	progi	rammes in Te	acher
	Yes] No [$\sqrt{}$			



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

Yes No √

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

			Te	eaching	g facult	y						
Positions	Professor		Associate Professor		Tibbibeane		Temporary staff		Non- teaching staff		Technical staff	
	M	F	M	F	M	F	M	F	M	F	M	F
Sanctioned by the UGC / University / State Government			14 (inclusive of Principal)		20 + 1 Libraria		05	20	59	05	05	
Yet to recruit	03	3					-	-	-	-		01
Sanctioned by the Management/ society or other authorized bodies Recruited					01	16						
Yet to recruit												

^{*}M-Male *F-Female

21. Qualifications of the teaching staff:

Highest qualification	Professor		Asso Profe		Assi: Prof	Total		
quanneation	Male	Female	Male	Female	Male	Female		
Permanent teachers								
D.Sc./D.Litt.								
Ph.D.			08	01	06	03	18	
M.Phil.			03	04	04	01	12	
N.E.T./ S.E.T.					12	05	17	
P.G.			03	01	11	07	22	
Temporary teachers								
Ph.D.								
M.Phil.					01	01	02	
PG					03	21+15	24+15	
Part-time teachers								
Ph.D.								
M.Phil.								
PG								



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

27 (UG & PG)

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

Categories	2010-11		2011-12		2012-13		2013-14	
	M	F	M	F	M	F	M	F
SC	271	297	250	299	223	299	248	277
ST	123	87	141	97	154	144	181	140
OBC	417	632	401	571	414	634	350	554
General	816	1178	754	1161	684	1074	919	1201
Others	207	211	170	236	295	335	182	196
Total	42	247	40	080	42	256	42	248

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

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	4102	343		08	
Students from other states of India	12				
NRI students					
Foreign students					
Total	4114				

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

UG Negligible PG Negligible

26. Unit Cost of Education

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

(a) including the salary component

Rs. 39,850/-

(b) excluding the salary component

Rs. 2725/-

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

Yes



No



If yes,

a) is it a registered centre for offering distance education programmes of another University
Yes No √
b) Name of the University which has granted such registration.
University of Mumbai
c) Number of programmes offered 04
d) Programmes carry the recognition of the Distance Education Council.
Yes √ No —

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

i. Bachelor of Arts:

Course	Teacher-student ratio
English	25:1
Marathi	96:1
Hindi	N.A.
History	N.A.
Political Science	176:1
Economics	91:1
Psychology	340:1
Geography	324:1

ii. Bachelor of Commerce:

Course	Teacher-student ratio
Commerce	313:1
Business Economics	313:1
Accountancy	156:1
Business Law	461:1
Banking & Insurance	N.A.
Management Studies	N.A.

iii. Bachelor of Science:

Course	Teacher-student ratio
Physics	52:1
Chemistry	63:1
Zoology	46:1
Botany	57:1



Mathematics	10:1
Computer Science	27:1
Information Technology	67:1
Bio-Technology	17:1

iv. Masters in Computer Science:

Course	Teacher-student ratio
Part I	05:1
Part II	01:1

v. Masters in Information Technology:

Course	Teacher-student ratio
Part I	14:1
Part II	16:1

vi. Masters in History:

Course	Teacher-student ratio
Part I	66:1
Part II	52:1

vii. Masters in Economics:

Course	Teacher-student ratio
Part I	59:1
Part II	35:1

viii. Masters in Marathi:

Course	Teacher-student ratio
Part I	16:1
Part II	17:1

ix. Masters in Commerce:

Course	Teacher-student ratio
Part I	61:1
Part II	39:1

29. Is the college applying for

Accreditation: Cyc	ele 1	Cycle 2 √	Cycle 3	Cycle 4	
Re-Assessment:					

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

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



Cycle 1: <u>16/02/2004</u> (dd/mm/yyyy)				
Accredit	ation	Outcome/Result	<u>B+</u>	
Cycle	2:		(dd/mm/yyyy)	Accreditation
Outcome	e/Res	ult		
Cycle	3:		(dd/mm/yyyy)	Accreditation
Outcome	e/Res	ult		
-		lose copy of accre n annexure.	editation certificate(s) d	and peer team
Number	of w	orking days duri	ing the last academic y	ear
240				
Number	r of t	eaching days du	ring the last academic	year
(Teaching days means days on which lectures were engaged excluding the examination days)				
180				
Date of establishment of Internal Quality Assurance Cell (IQAC) IQAC				
14/ 07/2	14/ 07/2004 (dd/mm/yyyy)			

31.

32.

33.

- 34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC.
 - (i) AQAR of 2013-14 <u>29/ 01/ 2015</u> (dd/mm/yyyy)
 - (ii) AQAR of 2012-13 <u>29/01/2015</u> (dd/mm/yyyy)
 - (iii) AQAR of 2011-12 on <u>22/ 01/2015</u> (dd/mm/yyyy)
 - (iv) AQAR of 2010-11 on 21/01/2015 (dd/mm/yyyy)
 - (v) AQAR of 2009-10 on 19/01/2015 (dd/mm/yyyy)



CRITERION I: CURRICULUM ASPECTS

Education systems should base their curriculum not on the idea of separate subjects, but on the much more fertile idea of disciplines, which makes possible a dynamic curriculum that is interdisciplinary.

1.1 Curriculum planning and implementation:

1.1.1: State the Vision and mission and objectives of the college, and describe how these are communicated to the students, teaching staff and other stake holders.

"The object of education is to prepare the young to educate themselves throughout their lives." --- Robert Maynard Hutchins

We at Vidyavardhini inculcate values, provide opportunities, educate students and build professional skills that prepares the student to serve the society at large.

Values Curriculum: 'The Totality of Teaching Learning all that is planned for children Wisdom, Justice, Compassion, **Engaging and Active** Integrity and young people throughout Setting Challenging Goals their education' Shared expectations and The curriculum must be inclusive, • Ethos and life of student as standards be a stimulus for personal community Timely accurate feedback achievement improvement and • Curriculum areas and subject Learning intentions through the broadening of • Interdisciplinary learning Success criteria experience of the world, be an • Opportunities for personal Reflecting the encouragement towards informed achievement different learners progress and responsible citizenship. Opportunities for learning and All children and young people development in Literacy are entitled to experience Coherent curriculum from Expressive Art Health Languages and Literacy 3 to 18 • Mathematics and Numeracy A broad general education • Health and Well being Opportunities to move into positive and sustained Religious and moral Learner destination beyond school education Sciences Opportunities for developing skills for life Social studies Numeracy and work Technologies **Personal Support Principles** of curriculum Arrangement for Review of learning and Assessment design Oualification planning for next step Challenge and enjoyment Self Evaluation Gaining access to learning Length, Coherence Professional Development activities Progression Planning for personal Breadth, Relevance achievement Personalisation and choice Preparing for changes and choice



Our Vision:

- To provide affordable quality education to all living in Vasai and remote areas. 50% of our students come from socially underprivileged communities
- To provide education to young female population who primarily belong to the economically backward category
- To train students in co- and extra-curricular activities for their allround development

Our Mission:

The mission of Vidyavardhini College is to seek exceptionally promising students of all backgrounds from across the region and to educate them, through mental discipline and social experience, to develop their intellectual, moral, civic, and creative capacities to the fullest. The aim of this education is the cultivation of citizens with a rich awareness of our heritage to lead and serve in every sphere of human activity.

We adopt certain values in the learning and teaching process that accomplish the vision of the college. The aims and objectives of the college are conveyed to the stake holders in several ways.

Aims and Objectives of Vidyavardhini:

- i. To provide affordable quality college education to all students of Vasai and adjoining rural areas, right here in Vasai
- ii. To actively promote the noble cause of higher education for girls
- iii. To ensure that not a single deserving student of this region is deprived of college education merely because of adverse social and economical factors
- iv. To instill in our students a strong feeling of self-confidence so that they become adequately equipped to compete favorably with students from Mumbai in all spheres, be it job opportunities or further education or what so ever
- v. To create amongst students, social awareness regarding various forms of inequalities arising from social and economic factors, and to imbibe in them a spirit to fight injustice at all levels.

Some of the ways in which the aims and objectives of the college are conveyed, are :

i. College logo





As the logo rightly says "Knowledge is that which liberates". We impart knowledge to students in the teaching learning process.

- ii. Digital display in the lobby
- iii. College prospectus and Annual college magazine, Vartakite
- iv. Cultural programmes and activities
- v. During lecture and Parent Teacher meet
- vi. Social activities such as Women's Development Cell, N.S.S., N.C.C.
- vii. Certain student projects and some practical exercises based on women's education and empowerment

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

Action planning is a process which helps to focus our ideas and to decide what steps you need to take to achieve particular goals. It is a statement of what we want to achieve over a given period of time. Preparing an action plan is a good way to reach our objectives.

The college handles the academic plan in an organized fashion



- Prepare an Annual Academic Calendar
- Discuss with the Heads of Department
- Unit-wise distribution of lectures is planned within departments
- Any deviation from the plan is adjusted through additional lectures

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

Classroom teaching is one aspect of curriculum deployment. Going with the popular quote "A picture is worth a thousand words", faculty members use creative and comprehensive techniques combined with technology to deliver lectures that make the student understand better. Departments use one or more of the following aids to enhance classroom teaching:

Smart Board	OHP	Surprise Test	Quiz
Field Visit	Self Prepared	Web Links	Industry Tour
	Notes		
Lab Demonstration	Models	Screening of	Preparation Of
		Films/Documentary	Charts/Power
			point presentation
Skit	Case Study	Reference Books	Guest Lecture



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

The academic calendar is the backbone of the entire process/activity. The institution gives a free hand to the faculty to organize seminars and workshops in the subjects they teach. The faculty also get ample opportunities to attend such seminars organized by the university or affiliated colleges.



As part of the changing system, the college hosted a one-day workshop on the new system introduced by the University of Mumbai in 2011 on 2 July 2011.

The college also hosted a one day workshop on new syllabus of T.Y.B.Sc. Mathematics (Paper IV—Graph Theory and Combinatorics) on 13 July 2013.

Academic Calendar - A Sample

First Term:	10 June 2013 to 31 October 2013
Second Term:	25 November 2013 to 30 April 2014
1. Sale of admission forms	30 May 2013 to 6 June 2013
2. Submission of admission forms	6 June 2013 to 10 June 2013
3. First Merit List	10 June 2013 at 6.00 p.m.
4. Acceptance of fees	11 June to 12 June 2013
5. Second Merit List	12 June 2013 at 6.00 p.m.
6. Acceptance of fees	13 June to 14 June 2013
7. Third Merit List	14 June 2013 at 6.00 p.m.
8. Acceptance of Fees	15 & 17 June 2013
9. First Internal Test	19 to 23 August 2013



10. Semester End exam (Term I)	30 September 2013 to 23 October 2013
11. Annual Social Gathering	23 December 2013
12. Second Internal Test	20 to 26 January 2014
13. Semester End exam (Term II)	3 March 2014 to 25 March 2014

1.1.5 How does the institution interact and network with beneficiaries such as industry, research bodies and the University in effective operationalisation of the curriculum.

Resource persons from the industry are invited to hold seminars on topics that require additional hands on training, practical demonstration.

For effective operationalization of the curriculum, all of our Faculty members of all departments regularly attend the workshops, seminars organized by the university and other affiliated colleges.

1.1.6 What are the contributions of the institution and /or staff members to the development of the curriculum by the University?.

Several members of the teaching faculty are Resource Persons at workshops on revised syllabus, organized by other colleges, affiliated to the University. Dr. K. N. Ghorude, Dr. S. A. Shende, Dr. J. A. Mahaley and Dr. D. G. Murdeshwar-Katre have been resource persons at workshops.

Some of the Faculty members are also members of certain academic bodies of the University.

Name	Department	Board/Capacity
Dr. K. N. Ghorude	Economics	Member, Board Of Studies, Economics.
		Member of syllabus subcommittee.
Dr. J. A. Mahaley	Zoology	Member of syllabus subcommittee.
Dr. D. G . Murdeshwar-Katre	English	Member of Board of Studies, Chairperson of syllabus subcommittee Chairperson, TYBA (English) examination
Dr. S. A. Shende	Mathematics	Member of Board Of Studies ,



Member of Faculty Of Arts, Commerce and Science,
Member of 32(5) committee
Convener of syllabus subcommittee for U.G. courses
Member, syllabus subcommittee for P.G. courses.

1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it?

Being an affiliated college, the syllabus prescribed by the University of Mumbai is strictly adhered to. The individual departments bring out novel methods of assessing students such as surprise test, classroom quizzes etc.

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

Generally there is no deviation in the academic plan. This is an ideal proof that the syllabus is covered as prescribed by the University within the specified boundary in terms of number of lectures/practicals/project/tests etc.

1.2 Academic Flexibility:

1.2.1 Specify the goals and objectives giving details of certificate/diploma/skill development courses offered by the institution

Keeping a check on ground realities on one hand and on the other hand keeping pace with the changing world, the college is offering myriad courses which includes 13 UG courses, 06 PG programmes, 01 PG with research programme, 05 Self financed UG courses, with the icing on cake being that the college is also a recognized centre for Ph.D programme in the subjects of Economics and Zoology. At present, we have eight students pursuing their doctoral programme.

Overview of courses offered by the college:

UG Programmes		Self Financed	PG Programmes	Ph.D	
B.A	B.Com	B.Sc			
Marathi	Commerce	Physics	B.Com. (Banking & Insurance)	M.A. (Marathi)	Zoology
Economics	Business Law	Chemistry	B.M.S.	M.A. (Economics)	Economics
English	Accountancy	Mathematics	B.Sc. (I.T)	M.A. (History)	



Hindi	Business Economics	Zoology	B.Sc. (Bio-	M.Com. (Advanced Fin.
	Economics		Technology)	Accountancy)
Political		Botany	B.Sc.	M.Sc.
Science			(Computer	(Information
			Science)	Technology)
Rural				M.Sc.
Development				(Computer
				Science)
History				
Geography				
Political				
Science				
Psychology				

Subjects Offered in the Arts Faculty:

Group	Course Combination
A	Economics/Pol Science/English
В	History/Economics/Hindi
С	History/Pol Science/English
D	History/Hindi/Pol Science
Е	Rural Devp/Marathi/Geography
F	Economics/Marathi/Psycology

Subjects Offered in the Commerce Faculty:

Year	Courses Offered		
I	Accounts & Financial Mgmt/ Commerce/ Business		
	Economics/ Environmental studies/ Maths & Statastics		
II	Accounts & Financial Mgmt/ Business Law/ Commerce/		
	Business Economics/ Environmental studies/ Advertising		
III	Commerce/ Business Economics/ Computer System &		
	Application/ Tax/ Accountancy		

Subjects Offered in the Science Faculty:

Group	Course Combination
A	Chemistry/Physics/Mathematics
В	Chemistry/Physics/Botany
С	Chemistry/Physics/zollogy
D	Chemistry/Botany/Zoology
Е	Biotechnology/Chemistry/Zoology
F	Computer Science/Physics/Mathematics



1.2.2 Does the institution offer programmes that facilitate twinning/dual degree?

University of Mumbai has started twinning or dual degree programmes which are at a nascent stage. Affiliated colleges are analysing the feasibility of such courses. Hence such dual degree programme may be introduced in the future.

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

In all the UG programmes across faculty, the core components of the curricula are combined with the applied component. The students have a wide choice of subject combinations as core and electives across the faculties of Arts, Science, Commerce and Self–financed programmes. Applied component subjects offered in B.Sc. and B.Com. have curricula which support skill-development, job oriented training and thereby enhance employability. Affordable education in the specialized area is listed below:

Elective Subjects		
Chemistry Drugs and Dyes		
Physics Electronic Instrumentation		
Mathematics Computer Programming and System Analysis		
Zoology Marine Zoology		
Computer science Web Design and Application		
B.Com Advertising		

1.2.4 Does the institution offer self financed programmes? Give details with reference to admission, fee structure, teacher qualification, salary etc.

Going along with the recommendation by the previous NAAC committee, the college has started several Post Graduate courses. At present we have M.A (Marathi), M.A (History), M.A (Economics), M.Sc(Computer Science), M.Sc (I.T) and M.Com.(Adv. Fin. Accountancy).

The college had started self-financed courses from the year 2001. Currently seven different self-financed courses are in full swing. The college, very well abiding to its objective of affordable quality higher education, sees to it that students enrolled are from all strata of society.

In all self-financed UG programmes with dimensions of management and technology – viz.,l B.M.S. (Bachelor of Management Studies), B.Com. (Banking and Insurance), B.Sc. (Biotechnology), B. Sc. (Computer Science)



and B.Sc. (Information Technology) have a distinct blend of conventional and professional courses and provide a variety of pedagogical techniques for efficient and effective implementation of the curriculum.

Fee Structure: In all the aided undergraduate courses the fees charged are as per the directions given by the University of Mumbai, as are the Freeship and scholarship schemes offered to the reserved category students.

Applicants belonging to S.C. / S.T. /N.T. / S.B.C. / O.B.C. are not required to pay Tuition and Laboratory Fees. However, they pay other fees and enrolment fees only. The details are updated on the college website from time to time.

Fee structure* for self financed courses is as follows:

Sr. No	Courses	Total Annual Fee (₹)
1	F.Y. B.M.S	15450
2	S.Y. B.M.S	14230
3	T.Y. B.M.S	14760
4	F.Y B.Com (B& I)	15800
5	S.Y.B.Com (B&I)	14580
6	T.Y B.Com (B&I)	15560
7	F.Y.Bio-technology	14450
8	S.Y.Bio-technology	16430
9	T.Y.Bio- technology	16995
10	F.Y.B.Sc (I.T)	21400
11	S.Y.B.Sc (I.T)	21680
12	T.Y.B.Sc (I.T)	22860
13	F.Y.B.Sc (C.S)	14450
14	S.Y.B.Sc (C.S)	16430
15	T.Y.B.Sc (C.S)	16995
16	M.Sc (C.S)-Part-I	25090
17	Part-II	10000
18	M.Sc(I.T)-Part-I	25090
19	Part-II	10000

• Fees are subject to modification as per University rules.

Qualification of the teachers for self financed courses: All the teachers have their Masters degree and are attempting SET /NET/PET. The salary is paid by the Management according to the qualifications and teaching experience of the teacher.

Inter-disciplinary flexibility is structured into the syllabi of the degree programmes by the University. For e.g., Foundation Course which is a compulsory component at the first two years of the UG programmes across the faculties of Arts, Science and Commerce includes topics for study like Climate



Change, Human Rights, Advancement in Science and Technology, Globalization, communication skill etc.

As per existing provisions of the University of Mumbai, inter-disciplinary mobility permits a student to move from one faculty to another at entry point of UG Programmes, i.e., a student from XII Science can seek admission to F.Y.B.A. and F.Y.B.Com., while a student of XII Commerce can seek admission to F.Y.B.A.. In the self-financed programmes, students of all the three streams at H.S.C. (Std XII), i.e., Arts, Science and Commerce may be admitted to F.Y.B.M.S. and F.Y.B.B.I.. Similarly, students from the faculties of Science and Commerce may be admitted to F.Y.B.Sc. (I.T.). Horizontal mobility is permitted in B.M.S. and B.Com.. Lateral entry is allowed from technical courses, i.e., candidates who have passed Diploma in I.T./ Computer Technology or any of the degree engineering programmes and allied branches are eligible for direct admission to the S.Y. B.Sc. (I.T.).

1.3 Curriculum Enrichment:

1.3.1 Describe the efforts made by the institution to supplement the university's curriculum to ensure that the academic programmes and goals and objectives are integrated.

The curriculum prescribed by the university cannot be changed. However, the college takes efforts to develop interest in teaching the prescribed syllabi. Various departments regularly organize classroom presentations, group discussions and debates about syllabus related topics. It helps to create better understanding of designed curriculum.

1.3.2 What are the efforts made by the institution to modify, enrich and organize the curriculum in order to help students to cater to needs of the dynamic employment market.

The purpose of any education system is to provide students the basic knowledge that will enable them to stand on their feet in the dynamic employment market. The college tries to develop different soft skills in students by providing the opportunities for classroom presentations, group discussions and debates on syllabus related topics. Various departments organize field visits to introduce real work environment to learners. For instance, the Department of Marathi organizes competitions like elocution and poetry recitation in order to develop soft skills and confidence in students. The Department of English provides guidance on how to prepare for competitive examinations like MPSC, UPSC.

1.3.3 Enumerate the efforts made by the institution to integrate the issues like ICT, Human Rights, Gender, Climate change and Environmental education.

Students of the first and second years study a subject, Foundation Course, which is compulsory. This covers the topics like Human Rights, Gender



issues, Climate change and Environmental education. Otherwise, while teaching various topics in the class, the faculty try to bring in issues related to these topics. The Department of Physics uses ICT in teaching by preparing video clips of practicals that students use for their reference. The Department of English shows films relevant to the syllabus. The Department of Chemistry carries out activities like rain water harvesting. The Department of Botany does tree-plantation in the college campus, which encourages sensitivity towards the environment. The N.S.S. unit organizes rallies to spread awareness of the importance of Right to Vote and AIDS. In this way, the faculty tries to integrate different cross cutting issues with the regular curriculum.

1.3.4 What are the various enrichment programmes offered to ensure holistic development of students?

Many departments of the college organize field visits and competitions to support overall development of the learners. The Department of Physics exposes student volunteers for seminars on Astrophysics in the Bhabha Atomic Research Centre (B.A.R.C.). Other departments organize regular talks and guest lectures by experts to inspire students. Quiz competitions, presentations, debates, street plays are organized to build up confidence, communication skills and leadership skills in order to ensure holistic development of students. Through the N.S.S. unit, N.C.C. unit and Women Development Cell, the college makes sincere attempts to develop the community orientation of the learners and help them to enhance their sensitivity towards socio-economically deprived people of the society. The Departments of Computer Science and I.T. conduct inter-college competitions that helps students to improve their skills.

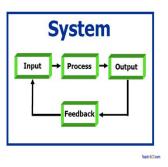
1.4 Feedback system

The Heads of departments take the feedback from the students either by circulating questionnaires among the students or informally. Depending on the feedback received, the Head informs and discusses it with the concerned faculty members so as to take corrective measures, such as arranging extra lectures on the topics that learners find difficult.



A Feedback system is being introduced that brings transparency and scope for improvement in the system. A general feedback system is a simple input output process.





Departments often take feedback informally from invitees, parents, external examiners and other such stake holders visiting the college on various events.



CRITERION II: TEACHING - LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

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

The college is the oldest in Vasai, imparting quality education for the last 44 years. It is a well-known destination for thousands of students in the area. Due to its popularity students in and around Vasai from varied socio-cultural and economic backgrounds desperately desire admission in the college. The college advertises its programmes through its official website and the college Prospectus. Occasional advertising is done in the newspapers too when new courses are introduced. The college publishes its Prospectus every year as per the rules of University of Mumbai.

The Prospectus contains information about various courses and programmes offered by the college, eligibility criteria for admission to various programmes, allotment of seats according to constitutional and social reservation, fee-structure, scholarships, some of the facilities offered, as well as detailed guidelines about the admission process, information about policy of anti-ragging as well as about entitlements of a student as per the UGC guidelines. It also includes the details of various courses offered with combinations, a brief profile of the faculty members, infrastructural and other facilities available such as laboratories, library and reading room and the rules and regulations of the college.

The timetable for admission and related information issued by the University are displayed at major locations in the college. The college website also gives information about all the programmes, merit lists, circulars and Government Resolutions about free ships/scholarships.

Transparency is maintained in the admission process by taking into account only the merit of performance at the qualifying examination of the students of various categories adhering strictly to the framework of constitutional and social reservation.

An Admission Committee is constituted under the guidance and supervision of the Principal of the college with fair representation of staff members belonging to open and reserved categories. The admission process is done according to the norms, rules and regulations of the University of Mumbai and the Government of Maharashtra.

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

The college follows an open admission policy. The students who seek higher education are welcome to take admission forms of the college. Admission is



given on the basis of category wise merit of the students. When the college receives applications for admission, they are scrutinised and the programme wise computerised master merit lists based on the marks of qualifying examination, i.e., HSC (Higher Secondary Certificate or Std. XII) are made for the admission to various undergraduate programmes offered by the college. Serial merit lists are prepared category wise for each programme and admissions are given accordingly.

The students of economically backward classes, wards of widows and exarmy personnel are given consideration for admission. Postgraduate admissions are made on the basis of marks in the Bachelor's/ Master's Degree Examination. The minimum percentage of marks required by S.C./ S.T., and physically handicapped candidates is less by 5%. The Selection Committee verifies the original certificates and the claims made in the application form and then recommends the candidates for admissions which are finally approved by the Principal. The Self-financed courses also follow the same admission procedure. As per the University guidelines, the college is allowed to charge more than the specified amount of fees for the self-financed courses. However, ours is one of the few colleges which charges only the specified amount of fees.

The Department of Zoology and the Department of Economics of the college offer the Ph.D. programmes. The students who have passed P.E.T., S.E.T., N.E.T. or have completed their M.Phil. or have 15 years of teaching experience can apply for Ph.D. programme by referring to the advertisement of Ph.D. admission on the college and university website. The eligible applicants are invited for a personal interview by the college and a proper panel of the experts and university nominees selects the most eligible candidates for the Ph.D. Programme.

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

The Minimum and Maximum Percentage of Marks vary from year to year. Minimum and Maximum Percentage of Marks in the qualifying examination of the students admitted to First Year degree course in 2014-15 is shown below:

Courses	Minimum Percentage/GPA	Maximum Percentage/GPA
B.Sc.	40.15%	81.07%
B.A.	38.00%	83.69%
B.Com.	35.84%	86.76%
B.Sc. (CS)	35.00%	79.08%
B.Sc. (Bio-Tech.)	44.92%	80.15%
B.Sc. (I.T.)	40.50%	83.85%



B.M.S.	46.62%	87.38%
B.Com. (Bank. &	52.67%	85.08%
Ins).		
M.Com.	2.88 GPA	6.33 GPA
(Commerce)		
M.A. (History)	2.19 GPA	6.50 GPA
M.A. (Marathi)	45.00%	77.5%
M.A. (Economics)	2.95 GPA	6.46 GPA
M.Sc. (I.T.)	54.25%	67.16%
M.Sc. (C.S.)	42.75%	65.75%

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

Yes. The Admission Committee, constituted under the guidance and supervision of the Principal of the college with fair representation of staff members belonging to open and reserved categories reviews the admission process and profile of the students every year. The major responsibility of the Admission Committee is to ensure the fairness of the entire admission process. Changes are suggested and implemented every year to make the admission process more fair, transparent and smooth. The changing policies of the Government and the rules and regulations are kept in mind during admission. The students who want to take different combinations of the subjects are counselled by the teachers of concerned subjects, and then they choose the subjects and secure admission. There is a regular interaction between the Admission Committee and the Heads of different departments during the admission period. The committee takes note of suggestions made by the Heads for more effective implementation of the procedure laid down by the University.

- 2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion.
 - > SC/ST
 - > OBC
 - > Women
 - > Differently abled
 - > Economically weaker sections
 - > Minority community
 - > Any other

The admission policy of the College reflects national commitment to diversity and inclusion of students from various communities and sections of the society. The college strictly follows the admission procedure laid down by the University for University Affiliated Courses. The norms of the Government of Maharashtra to implement the reservation policy and access to disadvantaged communities (S.C., S.T., O.B.C. and other), different categories of persons



with disabilities and athletes and sportspersons are strictly followed by the college.

The majority of the students of the college are girls from different communities. The college has a Women Development Cell where programmes on women's issues are organized and if there are any grievances by girl students, they are redressed with full confidentiality.

Admission to the differently abled students too is given according to the reservation policy. They are made aware of the scholarships, fee concessions and extra books facility in the library. Their classrooms and examination halls are made available at the ground floor of the college. Extra time is provided to these students in examinations as per the University rules.

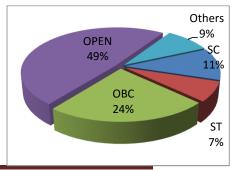
The college, being in the semi-urban area, has a number of students who belong to economically-weaker sections of the society. Admissions are given based on the income and caste too. The students of S.C., S.T., O.B.C. categories and Economically Backward Class are encouraged to secure admission and study further by giving them fee concessions and scholarships. The college office makes it a point that all the eligible candidates get all Government Scholarships and Freeships.

Outstanding sportspersons who have excelled at the District, State and National level in sports are encouraged to participate in various sports competitions by the Principal and the Chairperson of the Gymkhana Committee of the College.

The college has always given encouragement and support to outstanding and talented students. The Cultural Department of our college has a long and glorious tradition of moulding and nurturing the acting, singing and artistic skills of the students. These students are fully encouraged to participate in different festivals and competitions at regional, university, state and national level. At the time of admission the sportspersons and the students interested in cultural and extra-curricular activities are given admission from the quota allotted to them.

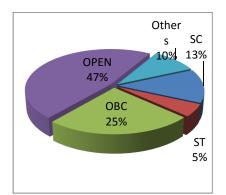
The following tables and graphs give the details of category wise percentage of student enrolment during the last five years.

Academic Year	Category	Number of Students		Total
		Male	Female	
2009-10	SC	228	224	452
	ST	133	146	279
	OBC	391	543	934
	OPEN	756	1157	1913
	Others	167	189	356
	Total	1675	2259	3934

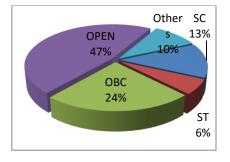




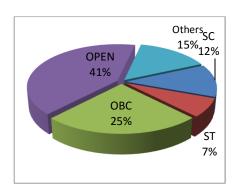
Academic	Category	Number of		Total
Year		Studen	ts	
		Male	Female	
2010-11	SC	271	297	568
	ST	123	87	210
	OBC	417	632	1049
	OPEN	824	1178	2002
	Others	207	211	418
	Total	1842	2405	4247



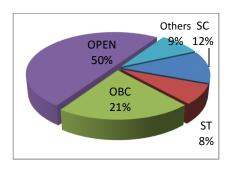
Academic Year	Category	Number of Students		Total
		Male	Female	
2011-12	SC	250	299	549
	ST	141	97	238
	OBC	401	571	972
	OPEN	754	1161	1915
	Others	170	236	406
	Total	1716	2364	4080



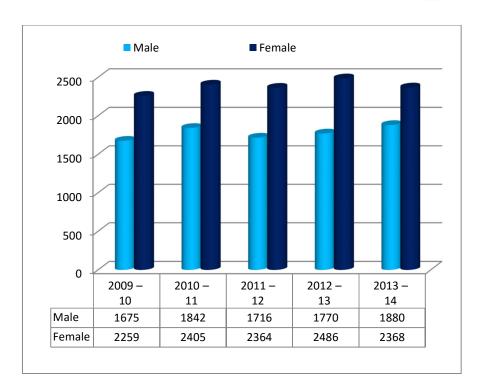
Academic Year	Category	Number of Students		Total
		Male	Female	
2012-13	SC	223	299	522
	ST	154	144	298
	OBC	414	634	1048
	OPEN	684	1074	1758
	Others	295	335	630
	Total	1770	2486	4256



Academic Year	Category	Number of Students		Total
		Male	Female	
2013-14	SC	248	277	525
	ST	181	140	321
	OBC	350	554	904
	OPEN	919	1201	2120
	Others	182	196	378
	Total	1880	2368	4248









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

	2009-2010				2010-2011		
Programmes	Number of	Number of	Demand	Programmes	Number of	Number of	Demand
	Applications	students	Ratio		Applications	students	Ratio
		Admitted				Admitted	
	Aided				Aided		
B.Sc.	253	253	1:1	B.Sc.	269	269	1:1
B.A.	541	541	1:1	B.A.	506	506	1:1
B.Com.	770	497	1.5:1	B.Com.	835	495	1.6:1
	Self-financed			Self-financed			
B.Sc. (CS)	254	36	7:1	B.Sc. (CS)	321	41	8:1
B.Sc. (Bio-Tech.)	318	31	10:1	B.Sc. (Bio-Tech.)	295	26	11:1
B.Sc. (I.T.)	1046	73	14:1	B.Sc. (I.T.)	1099	107	10:1
B.M.S.	442	55	8:1	B.M.S.	454	67	7:1
B.Com. (Bank. & Ins.)	222	55	4:1	B.Com. (Bank. & Ins.)	200	59	3:1
M.A. (History)	38	38	1:1	M.A. (History)	40	40	1:1
M.Sc. I.T.	37	21	2:1	M.Sc. I.T.	58	17	3:1
M.Sc. C.S.	15	15	1:1	M.Sc. C.S.	11	06	2:1
				Ph.D. (Zoology)	04	03	1.3:1



2011-2012				2012-2013			
Programmes	Number of Applications	Number of students Admitted	Demand Ratio	Programmes	Number of Applications	Number of students Admitted	Demand Ratio
	Aided				Aided		
B.Sc.	294	294	1:1	B.Sc.	371	371	1:1
B.A.	466	466	1:1	B.A.	479	479	1:1
B.Com.	720	399	1.8:1	B.Com.	810	513	1.5:1
	Self-financed				Self-financed		
B.Sc. (CS)	251	47	5:1	B.Sc. (CS)	260	44	6:1
B.Sc.(Bio-Tech.)	282	30	9:1	B.Sc. (Bio-Tech.)	234	35	7:1
B.Sc. (I.T.)	875	90	10:1	B.Sc. (I.T.)	745	66	11:1
B.M.S.	448	65	7:1	B.M.S.	328	56	11:1
B.Com. (Bank. & Ins.)	198	59	3:1	B.Com. (Bank. & Ins.)	168	58	3:1
M.A. (History)	29	29	1:1	M.A. (History)	93	93	1:1
				M.A.(Eco.)	69	61	1.13:1
M.Sc. I.T.	43	14	3:1	M.Sc. I.T.	23	19	1:1
M.Sc. C.S.	27	14	2:1	M.Sc. C.S.	20	13	1.5:1
Ph.D. (Zoology)	-	-	-	Ph.D. (Zoology)	04	03	1.3:1



	2013-2014						
Programmes	Number of Applications	Number of students Admitted	Demand Ratio				
	Aided						
B.Sc.	310	310	1:1				
B.A.	443	443	1:1				
B.Com.	880	525	1.6:1				
	Self-financed						
B.Sc. (CS)	*Above 200 to 300	31	-				
B.Sc. (Bio.Tech.)	*Above 300 to 400	38	-				
B.Sc. (I.T.)	*Above 800 to 1000	107	-				
B.M.S.	*Above 400 to 500	68	-				
B.Com. (Bank. & Ins.)	*Above 300 to 400	65	-				
M.Com. (Commerce)	118	58	2:1				
M.A. (History)	70	70	1:1				
M.A. (Marathi)	59	59	1:1				
M.A. (Economics)	86	59	1.4:1				
M.Sc. I.T.	32	16	2:1				
M.Sc. C.S.	11	Zero	-				
Ph.D. (Economics)	04	03	1.3:1				
Ph.D. (Zoology)	02	-	_				

^{*}Students apply through online process on University of Mumbai website & admissions are given on cut-off basis.

The demand for B.A. and B.Sc. has almost remained unchanged over the years. Since Mumbai is a city of commerce and industry, students prefer to go for B.Com. rather than other courses. Due to the growing opportunities and importance of the field of I.T., Bio-Technology, Management and Banking, the demand ratio of B.Sc. (C.S.), B.Sc. (Bio.Tech.), B.Sc. (I.T.), B.M.S., B.B.I. courses is much higher than other traditional courses.

2.2 Catering to Student Diversity

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

The college takes extra efforts to help the physically handicapped students, especially for the visually impaired students. They are given special reservation for admission according to the norms of the Government of Maharashtra. Scholarships, fee concessions, and extra books facility in the library are provided to them. The college library has made the arrangement of books in Braille for them. A ramp has been constructed at the ground floor of the new building to make their movement easy. Lifts are also installed at the new building for the convenience of the students, teachers and other staff. For the convenience of the handicapped students classes and examinations are



conducted at the ground floor of the main building. As per the university rules extra time is provided to them in the examination.

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

At the beginning of the academic year itself each teacher orients the fresh students with the syllabus, examination pattern, rules and regulations of the college. They are made aware of various co-curricular and extra-curricular activities that are conducted by the college. They are also made aware of the scope of the course and placement opportunities after the completion of the course. The students are encouraged to interact with the teacher about their expectations and the course. The teacher tries to satisfy the students' expectations. Each teacher tries to understand the students' level of the subject knowledge and skill through formal and informal interaction with them. Once the teacher understands the students' level, he or she decides their teaching methods and plans accordingly. Students who are weak in studies are given special attention by the teachers; those gifted are given the tasks according to their level of understanding. Students are welcomed to have interaction with the teachers outside the classrooms too to solve their queries and doubts.

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

All the departments conduct the orientation classes for every new batch at the beginning of the academic year. The teacher checks whether the students know the basic concepts of the subject. If he or she finds some knowledge gap, he or she tries to bridge that gap in some of the first few lectures. The teachers give extra time to the students to help them cope with the programme in which they are enrolled. He or she guides the slow learners about how to study and recommends study material so that they can cope with the course that they have chosen.

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

The college understands the importance of sensitizing its students and staff on the values of gender equality, inclusive development and environmental conservation. We have a co-education system and female and male students are treated equally. Gender discrimination in any form is strictly disallowed. The staff and male students are informed about the government rules and regulations against gender discrimination from time to time. Teachers make it a point that whenever some reference comes in their teaching, they talk about gender equality.

The Women Development Cell plays a vital role in creating awareness about



gender issues and in sensitizing girl students about their status, identity and role by organizing awareness programmes on gender issues and women's development. They monitor the progress of the gender justice movement on the campus, the quality of services at girls' room and other activities.

The students' organisations like National Service Scheme, National Cadet Corps, Students' Council and Cultural Committee too sensitize the students and the teachers on various issues. The N.S.S. unit of the college every year holds programmes like Tree Plantation, Blood Donation Camp, AIDS Awareness Rally, Disaster Management and promotes environmental awareness, health and safety issues among the students, staff and the public. Different departments organize activities like poster-making, nature walks, excursions, field visits, introducing students to the concepts of biodiversity. The Cultural Committee ensures that the cultural programmes that are set by the students for the competitions at regional, university, state and national level are based on gender sensitization, equality and environment conservation.

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

Teachers identify advanced learners through interactive teaching and group discussions in the classrooms. These students are given tasks according to their level. The teachers give them challenging topics for projects and assignments with additional study material. Giving presentations and peer teaching is also encouraged by some teachers. Students are asked to do extra reading for these activities. They are regularly monitored by the teachers and are given the freedom of communicating with the teachers whenever they want.

Extra-curricular activities give real incentive to the talents of these students. It is a great opportunity for them to use their potential to the optimum. The advanced learners are encouraged and guided for participation in various activities like symposia, paper presentations, poster presentations, debates and quiz competitions in and outside the college.

The college very proudly honours talented students for their achievements in different fields by organising a Prize Distribution Ceremony every year and felicitating students at the hands of an eminent guest. Students who have outstanding performances in the University and college examinations and who have won competitions at university, state and national levels in the fields of sports, cultural and extra-curricular activities are given prizes and certificates.

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



The Heads of the Departments collect, record and analyze the information regarding the academic performance of their students. Attendance of all the students is monitored and maintained by each department. The students who are absent for long time and who are the potential dropouts are identified, contacted and counselled. If needed, parents and guardians are called for interaction. The teachers try to understand the reasons and find solutions. It is found that the financial problem is a common problem for absenteeism and dropouts. Students often work for earning their bread and butter and supporting their family. There are times when teachers help such students with financial assistance. Physically challenged students and slow learners are motivated and encouraged by all teachers to make them interested in studies and further education.

2.3 Teaching-Learning Process

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

The teaching-learning and evaluation schedules of the college are well planned. The Head of the Department calls a meeting with his/her colleagues at the end of the academic year and discusses the plans for the next academic year. The teaching schedule for the next year is finalized with the suggestions of all the members of the department. All academic activities of the college are planned in accordance with the calendar of the events of the University of Mumbai. The college prepares its own calendar of events detailing activities to be conducted during the academic year. The Time Table Committee of the college first prepares the college time table, after which the Heads of Departments prepare the timetable of the department and distribute the teaching hours among the staff.

Every teacher is assigned minimum of 18 hours (20 lectures) of work per week as per UGC norms. This includes practical sessions for science classes and for some courses of the Commerce classes. The first semester of the academic year starts in June and ends in October and the second semester starts in November and ends in April. The number of actual working days is as per calendar in an academic year. The Heads of Department assign the semester wise workload of the year to the members of the department. Many of the teachers maintain individual teaching plans and follow teaching-learning schedules for covering the syllabus on time and in a systematic way. Enough freedom is given to the teachers to organize their teaching plans as per the needs of the students.

A set pattern of evaluation, prescribed by the University for both formative and summative evaluation is followed by all the departments. The Examination Committee prepares the examination time-table as per the College calendar. It is displayed on the notice boards well in advance for the information of the students. After the examination the Centralised Assessment



Process of the answer papers is organized. Once the examiners finish the assessment the checked papers are moderated by the external teachers. The Examination Committee Chairperson makes it a point that all the results are declared on time.

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

IQAC regularly takes an informal feedback from teachers. Its members were happy to note that their recommendation of the usage of dustless chalks was welcomed. Time and again, it reiterates its demand for improvement in infrastructure for students and staff wherever necessary. With the introduction of the credit system there is continuous evaluation of students and the need for more space. The IQAC informed the LMC members of the demand for a new additional and spacious Exam Room, which was put forward to the management. A new, spacious, properly secured and air-conditioned Exam Room was readied in 2013.

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

The college very strongly believes that the days of teacher-centric teaching and learning are over and the students are also the resources of knowledge. So the teaching learning has to be student-centric. The student should get the chance of sharing his/her ideas, views and asking doubts and questions. In the classroom the teachers encourage the students to participate in the activities like group discussions, debates, presentations, peer teaching and see that the class is more and more interactive. Guest lectures are organized by some of the departments and the students are encouraged to interact with them to clarify their doubts and problems related to the subjects.

Extra-curricular activities held in the college are planned keeping in mind the student as the centre of the activities. Students are encouraged to visit Science and Research Institutions, industries, museums and well-known institutions in the field of education. Sometimes the teachers accompany the students to the institutions.

Some of the student-centric activities that are conducted by the teachers during the process of teaching and learning are as mentioned below.

- 1. Group Discussions
- 2. Debates
- 3. Assignments and Projects
- 4. Tests
- 5. Study Tours
- 6. Educational Field Trips
- 7. Making and Screening of Documentary Films



- 8. Displaying Models and Charts
- 9. Internet Browsing Center
- 10. Model-making
- 11. Skit performances, Quizzes
- 12. Reference Books and Journals
- 13. Research Laboratories

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

The college always supports the departments which strive hard to nurture critical thinking, creativity and scientific temper among the students. The co-academic and cultural events like story writing, poetry writing, essay writing, group discussions, debates, seminars, quizzes, poster-making, clay-modelling, skit and street play performances, singing, dancing and other such activities provide lots of scope for creativity and analytical thinking. Participation in Science and Art programmes helps students develop a scientific perspective and a critical eye. Assignments and projects too inculcate the habit of independent thinking in the minds of the students.

Some of the activities that help to nurture new ideas combined with reasoning among the students are as stated below.

- 1. All teachers insist on interactive teaching methods. Students are encouraged to ask questions and participate in discussions.
- 2. In literature classes, rather than teaching the poem straight away, the teachers read the poems and ask questions to the students to elicit critical responses. They are given the freedom to ask more questions. Students are encouraged to transcribe parts of novels into scripts and vice versa. Whenever possible, films based on texts in the syllabus are screened.
- 3. Wallpaper magazine of the Department of Marathi "Prerna" is published almost four to five times a year.
- 4. Poetical symposia, poetry-reading programmes are organized. Students are also encouraged to write poems.
- 5. Screening of plays and films based on the texts in the syllabus are arranged for the students.
- 6. Students collect shells and rocks for analysis in some science departments.
- 7. Important and thought provoking articles are displayed on the notice boards.
- 8. Visits to various research centres are arranged.
- 9. Experimental models are used for teaching wherever possible.
- 10. Students are familiarized with and asked to take the benefit of open resources like e-library.
- 11. Computer simulation of experiments is done.
- 12. The college promotes creativity amongst students by encouraging them to publish materials in the wall magazine "Prerna" and the college



magazine, *Vartakite*, which offers a platform for aspiring student writers of our college to publish their own writing and so experience the excitement of having created something of their own. Articles, stories, poems, sketches by the students find a place of prominence in the magazine.

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

The college has well-equipped computer laboratories and a seminar hall equipped with an LCD Projector for the students of B.Sc. (Comp. Sc.), M.Sc. (Comp. Sc.), B.Sc. (I.T.), M.Sc. (I.T.). The teachers conduct lectures with the help of computers and the students do their practicals on computers. The library of the college has an Internet Browsing Centre for teachers as well as for students. The library, the staff room and the computer lab have Wi-Fi services. Most of the teachers are computer savvy and make the use of Information and Communication Technology in the teaching learning process. They often prepare for lectures and collect study material from e-resources. Films, documentaries and educational videos are downloaded and shown to the students to make the teaching learning more interesting and enjoyable.

The students are motivated and guided to refer e-resources related to their subjects. Students are allowed to access e-books and e-journals and other e-resources to prepare their assignments, seminars and projects. They are encouraged to create groups on social networking websites to share e-material like links to articles, lectures, videos. The Librarian of the college has created a group called *Vartakapp* for the students to seek information related to the library.

The teachers use the following modern teaching aids for making teaching learning more effective.

- Computers
- Internet facility
- Teaching with the help of LCD projectors
- A huge collection of books in the library
- National and international journals and e-journals
- Well equipped science laboratories for the smooth conduct of practical classes
- Organization of field trips and industrial visits

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



The college allows the teachers to attend Orientation Programmes and Refresher Courses, seminars, conferences and workshops. These programmes and courses expose the teachers to advanced level of knowledge and skills in their subjects. It keeps them in touch of the latest developments in the field of education in general and in their subjects in particular.

The teachers not only depend on the traditional teaching methods but also use modern audio-visual aids like computers, LCD projectors, film shows, and video clippings for effective teaching. They update themselves on their subjects by making a good use of e-resources. Guest lectures, group discussions, quizzes and presentations are conducted periodically for the students. Some teachers send their students to visit research organizations like B.A.R.C. and C.B.S. for knowledge sharing and projects during summer vacation. The teachers conduct industrial visits and invite eminent academicians to guide the students throughout the year. All these activities help the teachers as well as the students to expose themselves to the advances made in different fields of knowledge.

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

The students need academic advice at the time of admission and during the course too. They need a teacher's guidance and advice for choosing the combinations of the subjects. They also have to keep in mind the subjects that they want to specialize in. The teachers guide the students in this respect. When the course starts, teachers are accessible to the students for any kind of academic support in and outside the class room. If a student faces any problem, he is welcomed by the teachers to discuss it with them. Teachers support the students mentally, morally and materially. Teachers play a vital role in advising and counselling the students on the following matters:

- Curricular, co-curricular and extra-curricular matters
- Career options
- Problems related to stress, anxiety, examination phobia, peer pressure and adjustment to changed environment
- Strengths and remedial measures on the weaknesses
- Internal and semester examinations
- Earn and learn matters
- Training and guidance regarding participation in sports and cultural competitions
- Personal matters

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



student learning?

The college encourages its teachers in adopting various innovative practices in teaching and learning process. Teachers are given full freedom by the college to practice the innovative ways of teaching. The teachers use audio visual aids like computers, LCD Projectors, PPTs, films and videos to make teaching learning process more interesting.

Some of the innovative and effective methods that the teachers have adopted for teaching are listed below.

- Peer teaching
- Group Discussions
- Debates
- PowerPoint Presentations
- Group Presentation
- Film shows
- Wall papers
- Industrial Visits

Department wise Innovative Teaching Practices and their impact:

Department	Innovative Teaching Methods	Impact
English	 Students are encouraged to do presentations on the topics in the syllabus. They are also motivated to enact some of the situations from the texts in the syllabus. Students interested in making films on topics are 	· · · · · · · · · · · · · · · · · · ·
3.6 41	encouraged to do so.	
Marathi	 Poetical Symposia are organized. Students are encouraged to write poems. Screening of drama and films is done for students. Wallpaper, called "प्रेरणा (Prerna)" is published time to time. 	Cultivates the culture of writing and reading and makes the students aware of vast diversity and heritage of Marathi Literature.
Geography	 Drainage System Model, Globe, and 3D maps are used in teaching. Every year a Field Trip is organised by the Department. 	1



	T	
Physics	1. Visits to national Research	1. All these activities
	Centres are organized by the	expose students to latest
	department.	developments and recent
	2. The students are encouraged	trends in the field of
	to participate in the projects	research and innovation
	in institutions outside the	in Physics. This greatly
	college.	helps in collaborative
	3. They are encouraged to	learning among the
	attend Summer Camps and	students.
	to participate in NIVS	2. It promotes the spirit of
	Programme.	scientific temper, critical
	4. Simulation of experiments	thinking, creativity and a
	and critical concepts using	sense of achievement.
	computers is done.	3. It makes practicals easy
	5. Screening of VCD's of	and interesting.
	practical's based on practical	
	syllabus is done.	
	6. Handouts of science	
	practicals are provided to the	
	students.	
	7. Models and charts are used	
	for teaching.	
History	1. Visits to Historical Places	Makes learning more
	and Archaeological Sites are	practical oriented with the
	arranged.	deep understanding of the
		subject.
Mathematics	1. Interactive methods of	Mathematical concepts are
	teaching like group	understood in a better way.
	discussions are used.	
Zoology	1. Nature walks, excursions,	Concepts of Biodiversity are
2001063	field visits are organised.	understood by actually
	2. Shells and rocks are	visiting the places. Learning
	collected and analysed.	becomes more realistic.
	conceind and analysed.	occomes more realistic.

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

The library being on the fourth and fifth floor of the New Building is spacious and well ventilated. The fourth floor is occupied by the stacks of books, magazine section, issuing counter and the Librarian's office. The fifth floor is specially meant for the separate reading halls for the students and the teaching staff. The library has variety of books and journals on various subjects and hundreds of text books, reference books and a good number of encyclopedias. The library has taken the subscription of several journals and to e-journals. Teachers suggest the students to see the online references of the topics, the students learn in the class. Online resources make learning interesting and enjoyable. Students borrow textbooks as well as books for extra or general reading from the library. The library also provides S.A.F./B.C. Book Bank facility to the students of S.C./S.T./N.T./E.B.C. category. The Best Library



User Award, given every year to the students, encourages and motivates them to make maximum use of the library and its resources.

Teachers too make optimum use of the e-resources available at the library. They also borrow books related to the syllabus and their research areas. Some of the departments have separate Departmental Libraries. They have sufficient number of books and reference books which are used extensively by the teachers and the students of the respective departments.

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

The college tries to maintain the schedule for teaching according to the teaching plans. But due to some unplanned activities or events or some holidays, sometimes the college faces the problem of completing the curriculum within time.

Along with curricular activities, the college gives equal importance to cocurricular and extra-curricular activities too. It encourages its students to participate in different sports and cultural events. That is also one of the reasons of not being able to complete the syllabus within the planned schedule.

The shift from tri-year system to semester system has also created some difficulties in the timely completion of syllabus. The number of tests, additional tests, regular examinations, additional examinations and University Examinations introduced in the semester system has reduced the actual teaching days. The teachers are trying to adjust with the system by using ICT enabled teaching aids and independent learning. Teachers deal with this issue by engaging extra lectures and practicals to the satisfaction of the students well within the time frame. The college makes special arrangements for holding these extra lectures on Sundays too, if required.

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

Some of the departments take written feedback from the students by issuing them feedback forms at the end of the semester/course. The Head of the Department studies the feedback and in case of some adverse remarks the concerned teacher is called. The Head of the Department/Principal makes him/her realize about the scope of improvement in his performance by taking him into confidence. He/she is given full opportunity to better his/her performance next time. If it is found that some of the teachers are not regular and punctual about their teaching schedules, they are called by the Principal and are asked for explanation. The Principal usually is on rounds in the campus during the lecture hours to see that the lectures are going on and no student is loitering outside the class. The Principal also meets the Heads of



the Departments regularly and takes feedback on the teaching learning progress of each department. The feedback is also taken by the Heads of the Departments and the Principal in formal and informal talks with the students.

2.4 Teacher Quality

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

The college fills all the teaching positions as per the norms laid down by the University of Mumbai and UGC. An open advertisement is published in leading newspapers for the vacant posts of teachers. First the eligible candidates are shortlisted on the basis of UGC guidelines and then are invited for personal interviews. The candidates for the post of Assistant Professors, Associate Professor are selected on the basis of their merit, research experience and their performance in personal interview. The interview panel comprises of competent representatives from the university and state government. The college insists on recruiting highly qualified and meritorious candidates by strictly following reservation policy of the government. Though the college has the required number of qualified and competent staff, adhoc/CHB/Contractual appointments are made if required.

For appointment of faculty on contractual/Ad-hoc/CHB basis, an open advertisement is published in leading newspapers and the candidates are selected through a proper personal interview as per the norms of University of Mumbai.

The college has the required number of qualified and competent teachers to handle all the courses. The college has permanent faculty strength (aided) of 52 (including the Librarian)nand 25 faculty are appointment on contractual/Ad-hoc/CHB basis. For certain courses, temporary teachers/ professional experts are employed

The following table gives the details of the staff of the college and their highest qualification.

Highest	Prof	essor		ociate Tessor	Ass Pro	Total	
Qualification	Male	Female	Male	Female	Male	Female	10001
Permanent Teachers							
D.Sc./D.Litt.							
Ph.D.			08	01	06	03	18
M.Phil.			03	04	04	01	12



P.G./ N.E.T./ S.E.T.			03	01	11	07	22	
Temporary Teachers (Contract Basis/Ad-hoc/C.H.B.)								
P.G.					05	20	25	

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

The college makes appointments of well qualified teachers and deputes them for doing the Orientation and Refresher Courses conducted by the UGC Academic Staff Colleges. These courses help the teachers to enhance their teaching skills and knowledge of their subjects and make them aware of the latest developments in their fields.

The college appoints additional faculty to teach new/ specialized programmes like Biotechnology, I.T., Computer Science, Banking and Insurance, Management and Post Graduate courses on Regular/Contractual basis as per University norms. The college invites qualified subject experts from other colleges as guest lecturers to guide the students on emerging areas.

The Heads of the Departments look for relevant literature on the new topics and emerging areas and recommend the list of the books to the librarian to purchase the books for the college library.

Last Three Years' Details of Department wise Teaching Staff:

Departments	Status of the Teaching Staff	2011 - 2012	2012- 2013	2013-2014
	Permanent	06	06	06
Physics	Contractual/CHB	02	02	02
	Adhoc basis	-	-	-
	Permanent	12	12	09
Chemistry	Contractual/CHB	-	01	03
	Adhoc basis	-	-	-
	Permanent	05	05	05
Zoology	Contractual/CHB	01	01	02
	Adhoc basis	-	-	-
	Permanent	03	03	03
Botany	Contractual/CHB	01	01	01
	Adhoc basis	-	-	-



	Permanent	04	04	04
Mathematics	Contractual/CHB	04	04	04
	Adhoc basis	-	-	-
	Permanent	03	03	03
Economics	Contractual/CHB	02	02	02
	Adhoc basis	-	-	-
	Permanent	02	02	02
Business	Contractual/CHB	-	-	-
Economics	Adhoc basis	-	-	-
	Permanent	04	04	04
Political	Contractual/CHB	-	-	-
Science	Adhoc basis	-	-	-
	Permanent	2.5	2.5	2
Accountancy	Contractual/CHB	-	-	-
	Adhoc basis	01	01	01
	Permanent	03	03	03
English	Contractual/CHB	-	-	-
	Adhoc basis	-	01	01
	Permanent	02	02	02
Commerce	Contractual/CHB	-	-	-
	Adhoc basis	-	-	-
	Permanent	04	04	01
History	Contractual/CHB	01	01	02
	Adhoc basis	-	-	-
	Permanent	01	01	01
Geography	Contractual/CHB	01	01	01
	Adhoc basis	-	-	-
	Permanent	03	03	03
Marathi	Contractual/CHB	-	-	-
	Adhoc basis	-	-	-
	Permanent	01	01	01
Hindi	Contractual/CHB	01	01	01
	Adhoc basis	-	-	-
~	Permanent	01	01	01
Computer science	Contractual/CHB	-	-	-
Science	Adhoc basis	02	02	02
I.T.	Permanent	01	01	01



	Contractual/CHB	-	-	-
	Adhoc basis	05	05	05
	Permanent	02	02	02
Bio-Tech.	Contractual/CHB	-	-	01
	Adhoc basis	02	02	01
	Permanent	-	-	-
B.M.S.	Contractual/CHB	02	02	02
	Adhoc basis	03	03	03
	Permanent	-	-	-
Banking and Insurance	Contractual/CHB	03	03	03
ilisui alice	Adhoc basis	02	02	02

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

The teachers are required to undergo an Orientation Programme which is common to all the subjects. In this programme, teachers are taught various teaching methods and approaches by experts to enlighten the teachers on new and innovative methods of teaching. Refresher Courses in different subjects conducted by UGC Academic Staff Colleges which the teachers need to attend, prepare teachers in handling new curricula and the content/knowledge management. They also attend workshops/training programmes conducted by the University whenever there is a change in the curriculum. The faculty are encouraged to participate and present papers in various seminars and conferences.



N. 4.C. 99		rticipation i onferences/			Paper Presentation				Resource Person		
Name of Staff Member	Internation al	National	State	University/ Regional/ Local	International	National	State	University/ Regional/ Local	National	State	University/ Regional/ Local
Dr. K. N. Ghorude	10	28	4	15	10	28	4	15	03	07	18
Dr. S. S. Kelkar	-	3	-	-	-	-	-	-	-	-	-
Dr. N. S. Madke	4	4	-	1	4	4	-	1	-	-	-
Mrs. S. V. Chitale	-	-	-	3	-	-	-	-	-	-	-
Mr. A. B. Shirke	-	-	-	1	-	-	-	-	-	-	-
Mr. A. K. Jha	-	22	-	5	-	-	-	-	-	-	-
Dr. Mrs. J. A. Mahaley	1	2	-	8	1	2	-	-	-	-	1
Dr. V. S. Mishra	_	-	-	4	-	-	-	4	-	-	-
Dr. S. A. Shende	-	-	-	2	-	-	-	2	-	-	1
Mr. C. S. Ghuge	2	4	-	2	2	4	-	2	-	-	-
Mrs. A. M. Bane	-	-	-	2	-	-	-	2	-	-	-
Dr. S. G. Gotpagar	-	-	4	1	-	1	-	-	-	-	-
Dr. R. N. Jadhav	4	12	-	2	4	11	-	-	-	-	-
Mr. B. R. Honparkhe	2	6	-	5	4	6	1	-	-	-	-
Mr. A. V. Shelke	2	4	-	2	2	4	-	2	-	-	-
Dr. M. L. Andhale	2	8	4	-	-	3	1	-	-	-	-
Dr. G. C. Savegaon	1	2	-	6	1	2	-	6	-	-	-
Dr. Mrs. Deepa Murdeshwar-Katre	-	2	-	-	-	2	-	-	-	-	2



Mr. H. R.	2	4	_	2	2	4	I _	2	_	_	_
	2	7	-	2	2	4	_	2	-	_	_
Khambayat											
Mr. A. W. Ubale	-	-	-	-	2	8	2	-	-	-	-
Dr. S. V. Phad	-	4	1	13	-	-	-	-	-	-	-
Mr. A. M. Kamble	3	10	8	-	1	5	-	-	-	-	-
Mr. V .P. Bansode	4	7	-	-	4	7	-	-	-	-	-
Mrs. A. A. Jadhav	2	6	-	5	3	5	-	-	-	-	-
Mr. M. B. Bhagirath	-	1	-	1	-	1	-	1	-	-	-
Mr. S. S. Dakhore	-	3	1	16	-	3	1	16	-	-	-
Mr. S. T. Dongre	-	3	1	7	-	1	-	-	-	-	-
Mr. S. K. Pise	-	-	4	4	-	-	-	-	-	-	-
Dr. Willy Shah	-	-	-	-	-	-	-	-	-	-	-
Mr. Shailesh Auti	-	2	2	5	-	2	2	5	-	-	-
Dr. Miss P. A.	-	2	-	-	-	2	-	-	-	-	-
PrabhuKarwatkar											
Dr. Sunil Avhad	1	8	-	-	1	15	-	-	-	-	-
Dr. M. P. Tirpude	-	-	-	2	-	-	-	2	-	-	-
Mr. Mukesh	5	2	-	-	3	4	-	-	-	-	-
Pimpliskar											
Ms. Shruti Handa	2	-	-	-	-	-	-	-	-	-	-
Mrs.Bhavana	3	-	-	3	3	-	-	3	-	-	-
Chauhan-Lad											



a) Nomination to staff development programmes

Academic Staff Development Programmes	Number of faculty Nominated
Refresher courses	15
HRD programmes	-
Orientation programmes	07
Staff training conducted by the university/ Short Term Courses	07
Staff training conducted by other institutions	-
Summer / winter schools, workshops, etc.	-

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

The college organized a one day workshop on "Credit Based Grading System for F.Y.B.Com., FY Self-financed Commerce courses and T.Y.B.Com.-New Evaluation System 2011-2012" on 2 July 2011. A one day workshop was organized on the new syllabus of T.Y.B.Sc. Mathematics (Paper IV—Graph Theory and Combinatorics) on 13 July 2013.

The college has always encouraged teachers to participate and present research papers in state, national and international level conferences, seminars and workshops. The teachers attend workshops, seminars and conferences related to their own subjects, areas of interest and research methodology. The teachers also attend the syllabus-restructuring workshops organized by the Boards of Studies of various subjects under University of Mumbai whenever there is a change in the curriculum.

c) Percentage of faculty

• invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies:

7.14 %

• participated in external Workshops / Seminars / Conferences recognized by national/international professional bodies:

Approximately 90%

• presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies:

Approximately 90%



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

The college puts lot of emphasis on the personal development and advancement of its teaching staff. It gives equal importance to teaching learning process and research. The college implements several policies that continually engage teachers in recharging themselves.

Since the college comes under Sections 12(B) and 2 (f) of the UGC Act, teachers apply for and receive various grants like research grants, grants for attending International Seminars and Conferences.

Teachers are encouraged to pursue their Ph.D.s, to write research proposals for Minor Research Projects and Major Research Projects from the University and UGC respectively.

Duty leave is sanctioned to the teachers to complete their Orientation and Refresher Courses conducted by the UGC Academic Staff Colleges. Teachers can also avail duty leave for contributing as resource persons in other institutions and for participating or presenting research papers in Workshops, Conferences and Seminars organised by other institutions.

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

Two teachers of the college have received awards from the national and international institutions for their contribution to the field of education.

Name of the teacher	Title of the Award	Agency	Year
Dr. Sushil S.	Asia Pacific International	Global Achievers Foundation, New	2012
Kelkar	Award	Delhi	
Mr. A.K. Jha	Bharat Shiksha Ratan Award	Global Society for Health &	2013
		Educational Growth, New Delhi	

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

The policy of getting feedback from external peers has not been introduced in the college. The Heads of the Departments and the Principal generally take informal feedback about the teachers from the students. Some of the departments take feedback from the Third Year students in the written form. The feedback is analyzed by the Head and the conclusions are brought to the notice of the concerned teacher. The suggestions help the teacher to modify



his or her teaching strategies for the next batch of the students. At the end of the year the teachers have to fill up the self-appraisal reports to be submitted to the Principal through the Head of the Department. Thus a teacher's progress in his or her career is monitored by the Head of the Department.

Every year on the occasion of the Teacher's Day three 'Best Teacher Awards' are given to the teachers who have done outstanding work in the field of teaching and research in the year.

2.5 Evaluation Process and Reforms

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

The college understands the importance of informing the students about the method of evaluation and examination schedule well in advance. The rules and regulations regarding evaluation are clearly stated in the college prospectus. At the beginning of the semester itself, the teachers make the students aware of the formative and summative evaluation pattern underlining the importance of a student's regularity in the classes. The Examination Committee Chairperson holds a meeting with Principal and a tentative examination schedule for the internal and semester examinations is put forward for discussion and approval. The finalized examination schedule is displayed on the notice boards for students' information. The students of self-financed courses are communicated about the examination by sending an SMS or email to them. If there are any changes, the students are immediately informed by displaying them on the notice boards and the website. The Vice-Principals or Senior-most Associate Professor is appointed as the Chief Conductor of the Class Test and Semester End Examination. Senior Supervisors and Junior Supervisors are appointed for the smooth conduct of examination. At the end of each session of examination, the bundles of the answer papers are handed over to the CAP Custodians.

Generally the results are declared within 30-45 days of the exam and the students are issued mark sheets for each semester showing their performance which is credit based and has a the Semester Grade Point Average (S.G.P.A.) The Examination results are communicated by issuing individual mark sheets to the students for each semester.

In the academic year 2009-10, 2010-11 First and Second year Term End Examinations of Undergraduate courses were conducted by the college. Annual examinations were conducted by the University for final year of UG courses. The Credit Based Semester and Grading System (CBSGS) examination was introduced in the academic year 2011-12. Since then though the college conducts Semester Examinations of first and second year, the marks are sent to the University for consolidation with the marks of third year. The students receive their degree certificates based on the average of the three years.



The Examination Department takes up all responsibilities of examinations like printing of question papers, processing of results, preparing hall tickets, mark sheets, maintaining CAP (Centralized Assessment Programme). The Examination Committee Chairperson has under him 2 clerical assistants and a fully fledged exam centre with a copy printer, duplicator and computers with printers with a separate examination strong room with high speed internet facility.

The Boards of Studies of the University plan the method of evaluation and the pattern of question paper for every subject. They organize workshops on the new syllabi as well as on the new evaluation system. Many of the teachers of the college attend these workshops and get familiar with the new system. The details of the method of evaluation and question paper patterns are communicated to the college by the University. The college and teachers receive the changed syllabi from the University which is given to the concerned teachers. The Chairperson of the Examination Committee also receives the new pattern of evaluation. University circulars received from time to time are displayed on the staff and students' notice board. The library maintains sets of old question papers of examinations for the reference of students as well as teachers.

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

The University of Mumbai has introduced Credit Based Semester and Grading System (C.B.S.G.S.) since the academic year 2011-12 for the regular courses under the faculty of Arts, Science and Commerce. The C.B.S.G.S. introduced continuous evaluation in the form of formative (40%) and Summative (60%) components of evaluation. The student is required to earn 120 credits in UG programmes over a period of six semesters, i.e., three years. The formative, i.e., internal assessment is conducted by the College for all the six semesters. The external or semester-end, i.e., summative assessment for the first four semesters is conducted by the College and for the fifth and sixth semesters it is conducted by the University. For the PG courses all the Internal Assessments are conducted by the College and the University conducts the external assessments for all the four semesters.

The University has introduced a number of new initiatives for keeping the evaluation process confidential and declaring the results within time. Every examination and each question paper have been allotted unique code numbers. From the academic year 2011-12 OMR (Optical Mark Recognition) and bar coded answer papers have been introduced. Since 2012-13, the question papers of the External Examination of Semesters V and VI of UG courses and the question papers of all the semesters of PG courses are sent through a weblink. The question papers are delivered on the web-link, half an hour prior to the scheduled time to the College. The Principal, with the help of a Coordinator appointed with the approval of and training by the University,



downloads the papers. Copies of the same are printed in the Examination Department and these are then distributed in the classrooms.

If any aggrieved student wants to see his/her assessed answer paper, it is possible for them to do so now. The University has introduced the facility of providing photocopies of the assessed answer papers. The new initiatives introduced by the University have brought confidentiality and transparency in the evaluation system. The evaluation system has become foolproof and effective due to computerization.

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

The Examination Department of the college follows the rules and regulations of University of Mumbai meticulously. The college conducts the internal examination and keeps the records in a proper manner. The college follows the centralized evaluation process at UG level. After the declaration of the results a student can apply for verification or revaluation of his marks of the college examinations. He can also apply for a photocopy of his answer book/s. The Unfair Means Committee takes punitive action against the students if they are found indulging in mall practices during the examination.

As a part of continuous Internal Assessment teachers have tried innovative methods of evaluation like MCQs, class tests, written assignments, and presentations. The students who are unable to appear for the examination and the students who fail can appear for the Additional Examinations to fulfill the requirements of the course.

The college utilizes the UGC grant for acquiring desktop computers, laptops, photocopiers and internet connectivity. CCTV cameras have been installed as per the requirement of the University. Teachers of the college have been contributing in the process of evaluation at the University in the capacity of examiners, moderators, paper-setters, and some also as Chairpersons. The college is a centre for conducting the University examinations of almost all academic programmes. The College has been a Cluster Centre for Centralized Assessment Programme and Lead College for assessment and moderation of answer papers at T.Y.B.Com. and T.Y.B.Sc.

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

The formative and summative assessments have been introduced for the continuous evaluation of the performance of the students since the academic year 2011-12. The evaluation of 100 marks is bifurcated into Internal Assessment and Semester Examination. Till the academic year 2013-14 the Internal Assessment was given 40% weightage and the Semester Examination was given 60% weightage. Out of the 40 marks of the Internal Assessment 20 marks were for the class test and 10 marks for the assignment, and 10 marks



for the overall performance of the student throughout the semester. The Semester Examination was conducted for 60 marks.

From the academic year 2014-15, University of Mumbai introduced a 75:25 pattern. The Internal Assessment and Semester Examination, theory as well as practical examinations form separate head of passing. The students need to score minimum 40% for passing the Internal Examination as well as Semester end Examination. In the Internal Assessment teachers test the students by taking a class test of 20 marks. Five marks are given for the student's attendance and his/her overall performance in the class. The summative assessment of 75 marks consists of written examination and practicals based on entire semester curricula. The paper pattern for the summative assessment is prescribed by the Boards of Studies of respective subjects.

The assessment is done by following the Centralized Assessment Programme (CAP) to complete the assessment process within time. After assessment, the answer books of subjects having more than 100 papers are moderated. To maintain fairness and uniformity in the assessment processs, teachers from other colleges are invited as moderators by the Principal.

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

The introduction of the Internal Assessment has resulted in positive changes in the teaching learning process. Activities like group discussions, debates, presentations, viva voce and home assignments taken for internal assessment generated lot of interaction amongst the teacher and the students. It created scope for the development of the communication skills of the students. The teacher assessed each and every individual student's performance and gave feedback to them. The activity of home assignments made the students do extra reading and writing. There was a great change in the students' behaviour in the class because involvement and participation in the classroom activities carried marks.

The class test has given a chance to the teacher to discuss the question paper with the students after the assessment. The students become aware of their plus points, drawbacks and mistakes and the teacher can give suggestions for improving their performance in later examinations. Internal Assessment keeps the learner engaged in academic activities throughout the semester resulting into his continuous learning.

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

The graduate attributes are the abilities and qualities that the graduate students



learn in addition to their subject knowledge. The graduate attributes specified by the University are reflected in the aims and objectives and the motto of the college. The motto "sa vidya ya vimuktaye" itself tells that the learned students will be free from the shackles of ignorance and dominance. They will start thinking independently. Most of the students of our college come from the rural area and economically poor background. The college strives hard to educate these students by imparting quality education and helps them stand on their own feet. The college gives equal importance to curricular and extracurricular activities so that the students become strong academically as well as physically. The students get an opportunity of enhancing their confidence and personality skills by participating in different activities conducted by N.S.S., N.C.C., Cultural Department and Sports Committees. The college feels proud to note that the girl students in our college outnumber the boy students.

The college tries hard to imbibe the graduate attributes amongst its students through following activities:

- i) Encouraging their maximum participation in co-curricular and extracurricular activities
- ii) Organizing career guidance programmes for the students
- iii) Inviting eminent guest speakers to speak to the students on the occasion of the *Prerana Din*, on 14 July, which is celebrated in memory of late Shri Annasaheb Vartak
- iv) Organizing field visits and visits to research institutions

Thus the college paves the way to make its students including girls and boys be responsible citizens of this country.

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

As per the rules of the University of Mumbai, after the declaration of the results, if a student is not satisfied with the evaluation of his/her answer paper, they can apply for recounting of marks or revaluation of the answer paper/s. The answer paper of the student is re-assessed and revaluated by an external examiner. If there are any other grievances with respect to the result, the student is welcome to meet the Chairperson of Examination, the Principal or the Vice-Principals.

2.6. Student Performance and Learning Outcomes

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

Yes. The college has stated its learning outcomes in the college prospectus, annual magazine, and on its official website. Learning outcomes are very much the result of learning objectives of all the subjects together, which are mentioned in all the syllabi of all the courses. The syllabi are finalized by the



Boards of Studies that approve the learning objectives of each subject. The college follows all University guidelines in this regard and takes necessary steps to implement them efficiently. The teachers explain the learning objectives of each subject in the classes at the beginning of the semester itself because of which the students get the idea of what they are going to learn in the subject or the course.

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

The faculty wise result is declared on the website of the college as well as on the students' notice boards. The Chairperson of the Examination Committee informs the Principal and the Heads of the Departments the details of the result and department wise performance. The Principal gives necessary suggestions to the teachers regarding improving the performance of the students in the next semester.



F.Y./S.Y. EXAM RESULT DETAILS (2009-2010)

Class	Year	Total No. of Students Appeared	1st Class	2nd Class	Pass Class	Failed/ATKT	FAILS	% Result
FYBA	MARCH 2010	503	42	196	19	129	117	51.01
SYBA	MARCH 2010	374	37	203	29	51	54	71.93
FYBCOM	MARCH 2010	475	42	189	64	94	86	62.11
SYBCOM	MARCH 2010	462	47	206	53	112	44	66.23
SYBSC	MARCH 2010	277	38	65	7	54	113	39.71
SYBSC	MARCH 2010	156	35	79	4	21	17	75.64

F.Y./S.Y. EXAM RESULT DETAILS (2010-11)

Class	Year	Total No. of Students Appeared	1st Class	2nd Class	Pass Class	Failed/ATKT	FAILS	% Result
FYBA	MARCH 2011	506	14	183	26	151	132	44.07
SYBA	MARCH 2011	395	47	172	42	86	48	66.08
FYBCOM	MARCH 2011	511	96	217	31	88	79	67.32
SYBCOM	MARCH 2011	478	25	159	84	139	71	56.07
FYBSC	MARCH 2011	354	27	82	3	58	184	31.64
SYBSC	MARCH 2011	194	59	71	6	30	28	70.10



F.Y./S.Y. EXAM RESULT DETAILS (2011-2012)

Class	Year	Total No. of Students Appeared	1st Class	2nd Class	Pass Class	Failed/ATKT	FAILS	% Result
SYBA	MAR. 2012	383	47	199	27	69	41	71.28
SYBCOM	MAR. 2012	501	84	216	47	111	43	69.26
SYBSC	MAR. 2012	196	54	80	8	33	21	72.45

F.Y./S.Y. EXAM RESULT DETAILS 2011-2012 (SEMESTER & GRADING SYSTEM)

Class	Year	Total No. of Students Appeared	O Grade	A Grade	B Grade	C Grade	D Grade	E Grade	Fails/ ATKT	Fails	% Result
FYBA SEM II	MAR. 2012	451	0	21	63	47	15	0	140	165	32.37
FYBCOM SEM II	MAR. 2012	509	3	96	115	75	25	1	93	101	61.89
FYBSC SEM II	MAR. 2012	362	2	32	16	4	1	0	78	229	15.19



F.Y./S.Y. EXAM RESULT DETAILS (2012-2013 -SEMESTER & GRADING SYSTEM)

Class	Year	Total No. of Students Appeared	Male	Female	O Grade	A Grade	B Grade	C Grade	D Grade	E Grade	Fails/ ATKT	Fails	% Result
FYBA SEM I	OCT. 2012	477	222	255	2	18	31	61	33	1	308	23	32.16
FYBA SEM II	MAR. 2013	477	222	255	2	28	77	83	37	1	168	81	57.58
FYBCOM SEM I	OCT. 2012	517	200	317	5	81	125	84	52	5	156	9	69.29
FYBCOM SEM II	MAR. 2013	517	200	317	1	98	124	88	57	1	132	16	73.65
FYBSC SEM I	OCT. 2012	468	227	241	0	30	40	22	1	0	287	88	24.47
FYBSC SEM II	MAR. 2013	468	227	241	4	65	53	30	2	0	174	140	46.95
SYBA SEM III	OCT. 2012	315	138	177	0	17	68	74	24	3	123	6	60.19
SYBA SEM IV	MAR. 2013	315	138	177	1	59	105	58	17	1	61	13	79.8
SYBCOM SEM III	OCT. 2012	471	175	296	2	52	73	91	67	15	166	5	64.38
SYBCOM SEM IV	MAR. 2013	471	175	296	1	103	96	72	67	18	101	13	77.95
SYBSC SEM III	OCT. 2012	155	70	85	3	47	26	16	2	0	58	3	61.84
SYBSC SEM IV	MAR. 2013	155	70	85	3	68	31	9	0	0	41	3	73.03



F.Y./S.Y. EXAM RESULT DETAILS (2013-2014 - SEMESTER GRADING SYSTEM)

Class	Year	Total No. of Students Appeared	Male	Female	O Grade	A Grade	B Grade	C Grade	D Grade	E Grade	Fail/ ATKT	Fails	% Result
FYBA SEM I	OCT. 2013	473	220	253	0	8	32	58	30	5	334	6	28.48
FYBA SEM II	MAR. 2014	473	220	253	1	20	46	52	29	1	275	49	35.14
FYBCOM SEM I	OCT. 2013	522	225	297	0	35	92	73	75	5	242	0	53.64
FYBCOM SEM II	MAR. 2014	522	225	297	0	26	91	86	32	3	283	1	45.68
FYBSC SEM I	OCT. 2013	371	143	228	5	29	32	32	2	0	251	20	28.49
FYBSC SEM II	MAR. 2014	371	143	228	8	45	38	24	1	0	198	57	36.94
SYBA SEM III	OCT. 2013	312	129	183	1	23	41	64	27	1	152	3	50.81
SYBA SEM IV	MAR. 2014	312	129	183	0	35	75	64	25	0	98	15	67.00
SYBCOM SEM III	OCT. 2013	463	175	288	3	92	97	90	62	11	105	3	77.17
SYBCOM SEM IV	MAR. 2014	463	175	288	0	73	117	112	64	13	76	8	83.3
SYBSC SEM III	OCT. 2013	237	91	146	5	49	54	18	2	0	108	1	54.24
SYBSC SEM IV	MAR. 2014	237	91	146	7	49	41	15	2	0	123	0	48.1



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

Teaching, learning and assessment are done strictly according to rules of the University of Mumbai. The college prepares its own calendar of events in accordance with the calendar of the events of the University of Mumbai. The Timetable Committee of the college and the Heads of Departments prepare the college timetable and the departments' timetable respectively in consultation with each other. The Heads of Department assign the workload of the year to the teachers of the department who ensure that the syllabus is completed according to the teaching-learning schedules of the college.

The Examination Committee prepares the examination timetable as per the College calendar. A set pattern of evaluation, prescribed by the University for both formative and summative evaluation is followed by all departments. After the semester exam, a faculty wise chart of students' performance, i.e., result is generated by the college. The Principal, the Chairperson of Examination Committee and the Heads of Departments discuss the overall performance of the students in the examination. Then the result of the examination is declared on the college website and on the notice boards of the students.

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

The Placement Cell of the college takes care of career counselling. It guides the students regarding placements available in the job market.

- It organizes lectures on career opportunities for the students to guide them about various job opportunities available in the industry.
 - It invites companies for campus recruitment.
 - The students are recommended for jobs to different organizations.
 - The members of the Placement Cell motivate the students to prepare for Civil Services.
 - They guide and give suggestions to the students in formal and informal meetings.

The Department of Zoology and the Department of Economics have their research centres in the college. The interaction between the Post Graduate students and the research scholars, different programmes conducted by the departments and the guest lecturers instil research aptitude amongst the PG students. The result is that these students decide to register for their M.Phil. and Ph.D. in the research centres of the college or the University.

The students actively participate in the organization of various co-curricular and extra-curricular activities of the departments. These help the students to imbibe various skills and develop leadership qualities. The computer and internet facilities available at the library make the students techno savvy.



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

The Principal, along with the Chairperson of Examinations, meets the Heads of Departments after the results are collected. These are analysed to better the performance of the students and the learning outcomes. Major achievements are identified and encouraged by the teachers. If there are any drawbacks and shortcomings they are worked upon and attempts are made to make the teaching learning process more effective.

The comparative analysis of the results of the last five year final year students of undergraduate courses is as follow.

Academic	Class	No. of	No. of	Pass
Year		Students	Students	Percentage &
		Appeared	Passed	Completion
2009 - 2010	T.Y.B.A	348	259	74.42%
	T.Y.B.Sc	153	114	74.50%
	T.Y.B.Com	371	315	84.90%
	T.Y.B.Sc (CS)	36	24	66.66%
	T.Y.B.Sc (Biotech)	43	35	81.39%
	T.Y.B.Sc (IT)	73	49	67.12%
	T.Y.B. B.I.	49	47	95.91%
	T.Y.B.M.S	59	46	77.96%
2010 - 2011	T.Y.B.A	338	264	78.10%
	T.Y.B.Sc	109	66	60.55%
	T.Y.B.Com	470	385	81.91%
	T.Y.B.Sc (CS)	39	26	66.66%
	T.Y.B.Sc	20	13	65%
	(Biotech)			
	T.Y.B.Sc (IT)	86	61	70.93%
	T.Y.B. B.I.	52	52	100%
	T.Y.B.M.S	47	34	72.34%
2011 - 2012	T.Y.B.A	394	304	77.15%
	T.Y.B.Sc	104	65	62.5%
	T.Y.B.Com	375	345	92%
	T.Y.B.Sc (CS)	27	14	51.85%
	T.Y.B.Sc	31	25	80.64%
	(Biotech)			
	T.Y.B.Sc (IT)	57	38	66.66%
	T.Y.B. B.I.	48	48	100%
	T.Y.B.M.S	49	32	65.30%



2012 - 2013	T.Y.B.A	388	278	71.65%
	T.Y.B.Sc	132	67	50.75%
	T.Y.B.Com	485	420	86.59%
	T.Y.B.Sc (CS)	28	14	50%
	T.Y.B.Sc	30	19	63.33%
	(Biotech)			
	T.Y.B.Sc (IT)	84	66	78.57%
	T.Y.B. B.I.	64	57	89%
	T.Y.B.M.S	66	51	77.27%
2013 - 2014	T.Y.B.A	275	190	69.09%
	T.Y.B.Sc	147	98	66.67%
	T.Y.B.Com	410	258	62.93%
	T.Y.B.Sc (CS)	16	09	56.25%
	T.Y.B.Sc (Biotech)	24	20	83.33%
	T.Y.B.Sc (IT)	81	59	72.83%
	T.Y.B. B.I.	55	50	90.91%
	T.Y.B.M.S	58	50	86%

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

The curricular and co-curricular activities organized by the College are designed in such a way that they provide the students not only the learning experiences but also practical skills required to perform a particular task. Extra-curricular activities sensitize the students towards socio-cultural, economic and environmental issues. Due to the formative and summative assessment, students have to be active in class room activities. Active participation in different activities like N.S.S., N.C.C., cultural programmes and sports ensures the holistic development of the students.

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

Yes. The college and the individual teachers use assessment/ evaluation outcomes as an indicator to make changes if required in the teaching learning process. The teacher observes each and every student's interaction and involvement in the class. He/she tells the student the strong points and areas where the latter needs to concentrate and work on. The students' performance in the class test and Semester Examination helps the teacher to plan their teaching methods and strategies.



CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

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

Research culture or promotion of research in college was initiated by the Department of Zoology in 1994 with financial support by UGC first Minor Research Project sanctioned to Dr.Rahul Jadhav. The Zoology Research Lab was started in the year 2009 with the permission of the management. It secured recognition from the University of Mumbai as per the suggestion given by the Peer Team when it visited our college last time. The Zoology Research Centre is one in which research meets entrepreneurship to create the research environment and serves the needs of students, staff and industry and society at large. The basic and innovative venture ideas behind the focus are on research in the areas of Environment Biology, Microbiology, Drug discovery, Toxicology and Endocrinology.

The Economics Research Centre was inaugurated in the year 2013 and is also affiliated to the University of Mumbai.

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

Yes. A composition of the Research Committee formed by the Principal is as follows:

- 1. Dr. K. N. Ghorude (Economics)
- 2. Dr. R. N. Jadhav (Zoology)
- 3. Dr. P. Sashidharan (Physics)
- 4. Dr. S. A. Shende (Mathematics)
- 5. Dr. (Mrs.) J. A. Mahaley (Zoology)
- 6. Dr. S. V. Phad (Marathi)

The committee has given some recommendations to improve the research work in our college and as per their suggestions the college authority has given some research facilities to the researcher.

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

§ Autonomy to the Principal Investigator:

The college actively encourages all faculties to engage in research projects to facilitate skill and knowledge development, to serve the society in general and for the academic excellence in particular. Research scholars, both staff and students, are encouraged to register for Ph.D.



§ Timely availability or release of resources:

Many faculty members from the Science departments and a few faculty members from Arts have obtained grants for Minor and Major Research projects. During the XI five year plan, the Physics and Zoology departments received grant of Rs.7,66,500/- and for Arts faculty members received Rs.6,20,000/- from the UGC and University of Mumbai which has helped to augment research activities. The College also reimburses the registration fees for faculty attending various UGC and Government of India sponsored National and International Conferences and Seminars.

§ Adequate infrastructure and human resources:

The Zoology Research Lab was initially set up in a small room attached to the main laboratory of the Zoology Department with few instruments and 20% funding from the yearly total departmental budget funds.

§ Time-off, reduced teaching load, special leave etc. to Teachers

Though reduction of teaching load for teachers engage in research cannot be granted, internal adjustments among colleagues and excellent support of management makes it possible for staff members to pursue their vigorous research activities.

§ Support in terms of technology and information needs

Under the INFLIBNET N-LIST programme, more than 6000 e- journals and more than 97000 e-books are available within the library for reference. The Department of Zoology provides access to internet facility to the research scholars.

§ <u>Facilitate timely auditing and submission of utilization certificate to the funding authorities</u>

The office staff of the college facilitates the maintenance of accounts through the use of separate ledger for grants received from funding agencies and within the stipulated period, an audited statement of expenditure and audited certificate is provided.

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

The departments of Biotechnology, Computer Science and Information Technology arrange Science Exhibitions. They give research related project work to students and mentor them throughout the project preparation by giving them moral and financial support. The Department of Zoology also gives project work based on environmental awareness and wildlife management. Beside this, study tours are arranged by various departments to create research culture among students.



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

Dr. K. N. Ghorude is a recognized guide of the University of Mumbai and has, at present, 5 Ph.D. students. He has guided 5 Ph.D. and 12 M. Phil. students so far. He has done one Minor Research Project. Dr. R. N. Jadhav is actively involved in research activity and as of today, 6 students are doing Ph.D under his able guidance. He himself is also involved in research projects.

Faculty from the Department of Physics, viz., Mr. C. S. Ghuge, Mr. H. R. Khambayat, Mr. A. V. Shelke and Miss Pradnya PrabhuKarwatkar have been actively engaged in Minor Research Projects. Beside this, Dr. S. V. Phad, from the Department of Marathi, completed a Major Research Project on Adivasi literature. This project was funded by the UGC. Mr. Manohar Bhagirath from the Department of Mathematics and Mr. V. P. Bansode from the Department of English also did Minor Research Projects from the University of Mumbai.

The College has an excellent faculty with 18 teachers having a doctorate qualification.

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

The institution has not yet conducted workshops or any such related formal activities that focus on research.

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

The Department of Zoology gives priority and focus on research area in Environment Biology, Microbiology, Drug discovery, Toxicology and Endocrinology. In the Department of Economics, research is going on in the areas of Gender Equality, Survey of Textile Industry and Trade Relations with foreign countries.

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

The college has invited eminent scholars, writers and academicians for the various programmes held in college. The Marathi Vangmai (Literary) Association of the Department of Marathi invites poets and writers for lectures and interaction with students to encourage them to read and research. Dr. K. N. Bawale, eminent economist and scholar, inaugurated the Economics Research Centre and interacted with teachers and students of the department.

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



No teacher has taken any prolonged leave for research in the past five years.

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

The college is yet to take initiatives in this matter.

3.2 Resource Mobilization for Research

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

Our college management regularly earmarks funding from the yearly total departmental budget funds as fund reserved for research. The following table shows the funds given by the Management for the instruments required by the Zoology Research Centre:

Sr.No	Items	Year of Purchase	Apprx Amount (Rs)
1	Olympus Microscope-MS	2008-2009	25,875/-
2	Distilled water plant	2008-2009	14,900/-
	(Glass)		
3	Vertical Autoclave 35x55	2011-12	53,800/-
	cm		
4	Laminar air flow 2x2	2011-12	58,300/-
	working table		
5	Electronic analytical	2011-12	36,700/-
	balance		
6	Rotary evaporator with	2012-13	70,000/-
	vacuum pump		
7	Cooling centrifuge	2014-15	1,17,412/-
8	B.O.D. Incubator	2006-07	60,075
9	Triangular microscope	2015-16	65,230/-

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

Though there is no special provision in the institution, the management allocates funds to the departments for research as and when thought fit. If the researcher wants more funds, he or she has to acquire them from other sources.

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



The faculty applies for research projects to UGC or the University of Mumbai and avails of the funds for research. These are utilized for purchasing books, instruments and chemicals. After the projects are completed, the students are allowed to use these instruments as and when required. The books are kept in the library.

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

As of today, there is no interdisciplinary research going on. However, the Department of Chemistry helps researchers of the Department of Zoology during preparations and formulations of chemical reagents.

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

The institution gives free hand to the students to do their research work on various instruments as and when required. These students are also expected to take care of the instruments. Both the Research Centres of Economics and Zoology are well-equipped with all facilities that a researcher may need including a departmental library, desktop/ laptop and printer and internet facilities.

The staff and students from the Department of Zoology benefited from the Department of Chemistry. They have used equipments like Spectrophotometer and other type of instruments as well chemicals as and when required. For any minor repairs of instruments, the Departments of Physics and Computer Science pitch in. It is thus that the Science departments assist each other.

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

The institution has not applied for any special grants or finances from the industry or other beneficiary agency for developing research facility.

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

Our college researchers have acquired funds only from the UGC. Given below are the details:

Details of the faculty received Major / Minor research Projects

Sr. No	Year	Name Of The staff	Department	Sanctioning Authority		Amount Rs
1	2009	Dr.K.N.Ghorude	Economics	UGC	Minor	90000/-



2	2009	Mr.C.S.Ghuge	Physics	UGC	Minor	175000/-
3	2009	Mr.A.V.Shelke	Physics	UGC	Minor	44000/-
4	2012	Mr.A.V.Shelke	Physics	UGC	Minor	190000/-
5	2012	Mr.H.R.Khambayat	Physics	UGC	Minor	170000/-
6		Mr.H.R.Khambayat	Physics	UGC	Minor	30000/-
7	2011	Dr.R.N.Jadhav	Zoology	UGC	Minor	157500/-
8	2012	Dr.S.V.Phad	Marathi	UGC	Major	500000/-
9	2014	Dr.Mrs.Prabhu	Physics	UGC	Minor	30000/-
		Karwatkar				
10	2012	Mr.V.P.Bansode	English	UGC	Minor	30000/-
11	2014	Mr.M.B.Bhagirath	Mathematics	UGC	Minor	30000/-

3.3 Research Facilities

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

Some advanced instruments that are available for research include: Laminar flow work station, spectrophotometer, autoclave, oven, Incubator, shaker, Glass distillation water plant, Temperature control centrifuge Binocular, Trinocular microscopes with camera for microphotography, Reverse Osmosis Water System, B.O.D. incubator and Vacuum Rota evaporator.

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

Researchers in our college approach the Principal through their guides, if there is any requirement. The Vidyavardhini Management then discusses the same in their meetings and approves of/ sanctions the demand. The infrastructural facilities in the Research Centres are an outcome of this procedure. The Management has now promised to provide the Zoology Research Lab with air conditioning and Wi-Fi facility. We will also apply for lab development grants from UGC, DST, and other Government of India organizations or funding agencies.

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

The institution has received grants from the UGC and the management.

Equipments and Scientific Instruments:

The UGC and the Management provided seed amount to set up the Zoology Research Lab. Some sophisticated instruments were obtained through Minor Research Projects received by Dr. Rahul Jadhav of the Department of Zoology and .

Advanced instruments facility under faculty supervision in the laboratory is made available to all the staff members of the science faculty. Some in-house faculty along with research students look after its usage, maintenance,



preparations and demonstrations. Some advanced instruments that are thus available include: Laminar flow work station, spectrophotometer, autoclave, oven, Incubator, shaker, Glass distillation water plant, Temperature control centrifuge Binocular, Trinocular microscopes with camera for microphotography, Reverse Osmosis Water System, B.O.D. incubator, Vacuum Rota Evaporator and many more.

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

Contacts developed by the researcher during research activities due to non availability of instrumental facilities and other problems have helped in creating a network with various outsourcing agencies like N.C.B.I. (Bengaluru), N.I.C. (Pune). Contacts for 16s rRNA and other experiments (W.R.I.C.) have been made in the University of Mumbai for heavy metal detection, and in M.I.T.C.O.N. (Dombivali) for sample analysis, all affordable for scholars for their projects.

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

The college has a well equipped library with all facilities like Wi-Fi and separate computer for research faculty. One computer and Wi-Fi are also available in the staff common room.

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

The researchers consult with Zoology research lab authority on various types of information regarding how to get research projects and other formalities. The members of the Department of Chemistry help researchers in Zoology during preparations and formulations of chemical reagents.

3.4 Research Publications and Awards

- 3.4.1 Highlight the major research achievements of the staff and students in terms of
- * Patents obtained and filed (process and product)
- * Original research contributing to product improvement
- Research studies or surveys benefitting the community or improving the services
- Research inputs contributing to new initiatives and social development

(A) Patents obtained and filed

The staff and students of the college have not yet obtained patents.

(B) Original Research contributing to product improvement –



Over the years, our staff members have been increasingly turning to research. This can be observed in the rising trend in publications in various journals. In the last five years, a total of 60 publications within peer reviewed journals and non peer reviewed journals have been published. These publications are from all faculties. Many of these publications are in journals that have impact factor with a range of 0.054 to 1.962 or with a SCOPUS index of 54.3 or 5.44 IC value. Data on two 16s rRNA sequences generated by Dr. R. N. Jadhav and his team have been deposited in DDBJ and NCBI DNA banks.

A total of 69 books have been published by faculty members, while a few of them have contributed chapters to books.

- (C) Research studies or surveys benefiting the community or improving the services -- Nil
- (D) Research inputs contributing to new initiatives and social development -- Nil
- 3.4.2 Does the Institution publish or partner in publication of research journal(s)? If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

The institution has not yet published or partnered a publication of a research journal.

3.4.3 Give details of publications by the faculty and students:

Publication per faculty

Details of Publication – 2009-14:

Sr.	Name of staff member	Department	Paper pu	blication	Books
No.			National	Internation	published
				al	
1.	Dr. K. N. Ghorude	Economics	29	05	01 + 01
					chapters in 01
					book
2.	Mr. R. T. Sarode				03
3.	Dr. S. S. Kelkar	Chemistry		02	
4.	Dr. N. S. Madke	Business	04	02	
		Economics			
5.	Dr. Mrs. J. A. Mahaley	Zoology	02	01	
6.	Dr. V. S. Mishra	History	01		01
7.	Mr. C. S. Ghuge	Physics	04	04	
8.	Dr. R. N. Jadhav	Zoology	01	16	01 co-authored
9.	Mr. B. R. Honparkhe	Commerce	08	10	
10.	Mr. A. V. Shelke	Physics	03	02	
11.	Dr. M. L. Andhale	Chemistry	04	07	
12.	Dr. G. C. Savegaon	Economics	12	01	
13.	Dr. Mrs. D. M. Katre	English			01 co-authored



14.	Mr. H. R. Khambayat	Physics	04	01	
15.	Mr. A. W. Ubale	Accountancy			01
16.	Dr. S. V. Phad	Marathi			
17.	Dr. S. M. Wagh (resigned	History			35
	from the college in 2014				
	to be faculty at				
	Department of History,				
	University of Mumbai)				
18.	Mr. A. M. Kamble	Library			
	(Librarian)				
19.	Mr. V. P. Bansode	English			01 chapter each
					in 03 books
20.	Mrs. A. A. Jadhav	Commerce	10	02	
21.	Mr. S. S. Dakhore	Marathi			01 chapter in
					01 book
22.	Ms. P. A.	Physics		03	
	Prabhukarwatkar				
23.	Mr. Mukesh Pimpliskar	Biotechnology		04	
24.	Ms. Shruti Handa	Zoology	01	01	
25.	Ms. Bhavana Chauhan-	B.B.I. & B.M.S			16
	Lad				
26.	Dr. Abhilasha Magar	B.B.I. & B.M.S			10

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

A total of 98 papers have been published in national and international journals by our faculty members. Annexure VII states all details.

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

Fifty-nine of these publications are in journals that have impact factor with range of 0.054 to 1.962 or with a SCOPUS index of 54.3 or 5.44 IC value.

- * Monographs Nil
- * Chapter in Books 05
- * Books Edited

Sr. No.	Name	Department	No. of Books edited
1	Dr. S.V. Phad	Marathi \	
2	Mr. S. S. Dakhore	Marathi >	01
2	Mr. Ajay Kamble	Library	
3	Dr. V. S. Mishra	History	01 multidisciplinary journal "Banner"
4	Dr. M. L. Andhale	Chemistry	01 journal

4		12
• (-)-
1	San Court	-

5	Dr. R. N. Jadhav	Zoology	01 consultant
			editor of
			"International
			Journal of
			Science
			Discovery"

- Books with ISBN/ISSN numbers with details of publishers Since the list is long, details have been provided in the Annexures to the RAR
- * Citation Index
- * SNIP
- * SJR
- * Impact factor
- * h-index

3.4.4 Provide details (if any) of Research awards received by the faculty

2011-12	Economics	Dr. K. N.	Outstanding	Department of Commerce,
		Ghorude	Research Paper	University of Mumbai
2009-10	B.M.S.	Mrs.Bhavana	Outstanding	University of Mumbai
		Chavan-Lad	Research paper	
2009-10	Zoology	Dr.Rahul	Best poster	Indian Society of Life
		Jadhav	presentation	Sciences and Indian
				Science Congress
			Paper	International Organization
2013-14			publication	of Scientific Research

3.4.5 Recognition received by the faculty from reputed professional bodies and agencies, nationally and Internationally

Details of the faculty who received recognition/awards

Year	Dept.	Name of faculty	Awards received	Recognition received from reputed professional bodies
2010-11	Chemistry	Dr. S. S. Kelkar	Rashtriya Vidya	International Institution of
			Saraswati Puraskar	Education and Management
			Lifetime Achievement	Indian Solidarity Council
			Gold Medal	
			Eminent Educationist	I.I.E.M.
			Award	
			Shiksha Bharati	All India Achievers'
			Puraskar	Foundation
			Excellent	Indian Panther & Jai Jawan
			Administrator Award	Charitable Trust
			Shiksha Ratna	India International
			Puraskar	Friendship Society



	Chemistry	Mrs. S. V.	Savitribai	University of Mumbai
	_	Kanetkar	PhuleAdarsh	-
			Shikshak Purskar	
2009-10	B.M.S.	Mrs. Bhavana	Outstanding Research	University of Mumbai
		Chavan-Lad	paper	-
2009-10	Zoology	Dr. Rahul	Best poster	Indian Society of Life
		Jadhav	presentation	Sciences and Indian
				Science Congress
			Paper publication	International Organization
2013-14				of Scientific Research
2011-12	Chemistry	Dr.S.S.Kelkar	Asia Pacific	Global Achievers
			International	Foundation (Uzbekistan)
2011-12	Economics	Dr. K. N.	Outstanding teacher	Vidyavardhini Educational
		Ghorude		Institution Vasai Road
2011-12	Chemistry	Dr. M. L.	Outstanding teacher	Vidyavardhini Educational
		Andhale		Institution Vasai Road
2011-12	History	Dr. Sandesh	Outstanding teacher	Vidyavardhini Educational
		Wagh		Institution Vasai Road
2011-12	Political	Dr. S. G.	Member of council of	University of Mumbai.
	Science	Gotpagar	Maharashtra Political	
			Science and Public	
2012 12			Administration	
2012-13	Political	Prof. A. K. Jha	Kirori Mal	University of Delhi
	Science			
2013-14			Bharat Shikshan Ratan	Global Society for Health
				and Education
2012-13	Physics	Prof. H. R.	Best teacher	Vidyavardhin Educational
		Khambayat		Institution Vasai Road.
2012-13	Economics	Dr.	Best teacher	Vidyovondhini Edwartia - 1
2012-13	Economics		Dest teacher	Vidyavardhini Educational Institution Vasai Road
		Gangambika		insutution vasai koad
2013-14	English	Savegoan	Outstanding topohar	Vidyavardhini Educational
2013-14	English	Prof.Vijayanan d Bansode	Outstanding teacher	Institution Vasai Road
2012-13		Ajay Kamble	State-level "Shikshak	
2012-13		Ajay Kambie	Ratna" award	Samata Sahitya Academy
			Nauia awaiu	
	1			

* Incentives given to faculty for receiving state, national and international recognitions for research contributions – $\rm Nil$

3.5 Consultancy

- 3.5.1 Give details of the systems and strategies for establishing institution-industry interface? -- Nil.
- 3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

Nil.



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

The staff has not provided any consultancy services so far.

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

Nil.

- 3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development? -- N.A..
- 3.6 Extension Activities and Institutional Social Responsibility (ISR)
- 3.6.1 How does the institution promote institution-neighbourhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

The college has always encouraged students to become members of the N.S.S., N.C.C., W.D.C. (Women Development Cell) and the D.L.L.E. (Department of Lifelong Learning and Extension). We have one unit of each. Students enrolling as members of these are trained in various community services. They have their activities chalked out for the year. Students are encouraged to participate in competitions like essay-writing and debate. N.C.C. students organize cycle rallies and treks; they attend sports camps and national integration camps. They are specially trained to be First Responders in emergencies and disasters, which are a direct connect with the community. Various programmes are organized to raise awareness among the students, who in turn, work for the community during camps. Our college adopts a village where the N.S.S. students stay and work for a few days. Our N.C.C. students help in government campaigns like the pulse polio. On the Police Rising Day, they work at the local police station and this helps them know how the police work for the community.

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

After students have enrolled for a particular unit, new student representatives are either selected from among those enrolled or elections are held. At every activity, attendance is taken to ensure the involvement of students. This helps track the students' involvement in all the activities organized by the concerned committees. Their participation in the tasks given is closely monitored by the committee members as well as the student representatives.

The following are some of the activities organized to help students inculcate good values:



- Annasaheb Vartak Memorial Lecture and formation of college N.S.S. on his Memorial Day at which an eminent personality is invited to give a motivational speech to the students.
- Tree plantation programme by N.S.S. students.
- Celebration of Savitribai Phule Birth Anniversary as Women Empowerment Day and organization of Essay competition.
- Organization of Dr. Babasaheb Ambedkar Memorial Lecture to celebrate the birth anniversary of Dr. Babasaheb Ambedkar.
- Organization of Blood Donation Drive with the co-operation of Nair Hospital Blood Bank Unit by both the N.C.C. and N.S.S. students.
- Organization of rallies and street play to create and spread awareness on A.I.D.S. prevention by the N.C.C. and N.S.S. students.
- Organization of Special Rural Camps for N.S.S. volunteers to serve a social cause of development of rural India.
- Organization of a motivational lecture by the A.N.O. (Associate N.C.C. Officer) for the newly admitted N.C.C. students.
- Participation of N.S.S. volunteers in different competitions organized by colleges. Organization of demonstrations on Emergency Management with the co-operation of the Municipal Fire Brigade.
- Organization of lectures on "Terrorism, Awareness and Prevention" with co-operation of Maharashtra Police Department for N.S.S. students.
- Organization of awareness about "Road Safety Campaign" with poster and essay competition for N.S.S. students.
- Participation of N.S.S. and N.C.C. volunteers during Ganesh festival, to control traffic on road as well on the eve of Dasara festival at Jivdani temple, Virar.
- Participation of N.C.C. students in the Pulse Polio campaigns.
- Assistance in maintaining discipline during Annual Social Gathering, Prize Distribution Ceremony, or any other events organized by College by N.C.C. students.

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

The heart-warming response of our former students speaks well of how our students perceive our college. The fact that they are present in large numbers to cheer, encourage and motivate our students during their major activities and sponsoring some of the items speaks a lot of the sense of belonging our alumni involved in these activities have. Often, parents too attend these programmes and feel gratified to see their wards doing constructive work.

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

The N.S.S. unit has a few programmes chalked out for the year, among which is a camp in a village. Our Programme Officers and students choose to camp at one of the villages in and around Vasai. They are involved in activities like cleaning, construction and repairing of the school building and school campus,



and building access roads for the village if needed. Among the other activities of the N.S.S. are elocution and essay-writing competitions on social issues as Road Safety, Voting Awareness and such other and enactment of street plays in localities around Vasai. The college provides all facilities to the students.

The total regular grant for the N.S.S. activity received from the University of Mumbai since the year 2009 to 2014 is as follows:

Year	Grant
2009-2010	Rs.28350/-
2010-2011	Rs.48798/-
2011-2012	Rs.44100/-
2012-2013	Rs. 42328/-
2013-2014	Rs.42573/-

The College arranges special camps at different places and received grants from the University. The total grant for these activities year-wise is as follows:

Year	Grant
2009-2010	Rs.19800/-
2010-2011	Rs.33750/-
2011-2012	Rs. 19800/-
2012-2013	Rs. 20699/-
2013-2014	Rs.17100/-

From these grants, the college has spent on regular academic activities like travelling, refreshment to students, purchase of necessary items, honorarium to guests, photography, and administrative expenses.

The N.C.C. unit follows the programmes that it receives from the central government. Students have special training camps in sports and cultural activities besides their usual training camps. They are actively involved in activities such as parasailing and trekking.

The college receives funds from the government for the N.C.C. according to the number of students enrolled. It receives Rs. 660/- per student, if the student has 100% attendance for all activities. This money is also utilized for their refreshments after parades. In a year, N.C.C. students need to attend 120 hours of activity, of which there are five parades. Beside this, the N.C.C. students also perform their duties. They have their set of camps to attend like the National Integration Camp, Army Attachment Camp, the Maharashtra Disaster Relief Camp and Annual Training Camp. Their voluntary assistance in college programmes as well as to the police during festivals shows the impact of training on their personalities. It is a matter of pride that the Republic Day celebrations in our college are entirely planned and organized by them. The N.C.C. Alumni help them if required and come to encourage them from the beginning of the programme till its end.

There is no special budgetary allocation for W.D.C. activities. The college pays the amount required for a given programme, which may be honorarium



for judges of a poster-making or essay competition and for guest speakers of an awareness programme.

3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in N.S.S., N.C.C., YRC and other National/ International agencies?

Soon after admissions to the first year are over and classes begin, notices are circulated in the classes regarding the first meeting of the N.S.S., N.C.C., WDC, Cultural and Sports committees and students are invited to enroll during this meeting. After this, student representatives of the earlier year go to each class and speak a few words on these committees.

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

The N.S.S. unit of our college was involved in a social survey of Chandeep village. Students, along with the Programme Officer, collected information on the socio-economic status of the villagers and submitted it to the administrative authorities of Vasai.

The college is a centre for the Department of Lifelong Learning and Extension of the University of Mumbai. The activities under this programme have a large role to play in shaping a student's personality in a place like Vasai since a large section of our students come from farming, fishing or tribal communities. Under this scheme, students of any year and any faculty can enroll. They make a project on the profession they wish to choose after graduation, underlying all details from where to acquire the degree needed for that profession, which college/s offer the courses and so on. They interview a person who works in the particular profession and submit all these details.

The University charges Rs. 200/- as fees for D.L.L.E., of which Rs. 100/- is retained by the college as honorarium to guest speakers and the teacher incharge. In 2009, the programme had only five students. In 2010, there were ten, and since then, 20 students have enrolled every year.

The college has Students' Aid Fund of about Rs. 1,00,000/-, which is distributed among needy students through the Screening Committee headed by the Principal. Beside this, we have a B.C. Book Bank facility for the backward class students.

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

The main objective of all extension activities is to aim for the holistic development of the personality of a student. While the D.L.L.E. programme seeks to shape the future of the student by helping him or her choose a career of their choice, the N.C.C. and the N.S.S. aim to make the student self-disciplined, self-reliant and socially alert. While the W.D.C. inculcates a sense



of equality in our girl students, it involves the boys in its programme thus imbibing in them a sense of respect for the other sex.

These extension activities are certainly showing their impact on our students. Those who had enrolled in the Lifelong Learning activity have gone ahead to choose the career they have desired with confidence. Their interaction with other students choosing these activities has created in them an awareness not seen otherwise considering the background from which they hail. The grooming by the N.S.S. and N.C.C. has developed in our students self-discipline and a deep sense of nationalism. Some of our N.C.C. students have been selected in the Defence Forces, the police and security agencies at the airport.

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

The community is not directly involved in the extension activities of the college, except with the N.S.S.. Camps are held in villages with the permission of the village authorities. Students work with the help of the villagers. Thus, while working for the village, the students indirectly train the villagers to continue the process of development by, for instance, maintaining the roads built or the cleanliness of the school as well as the village.

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

The college has not forged any relationships with other institutions of the locality for extension activities.

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

Though the institution had received awards some years back, it has not received any in the last few years. However, it must be stressed that due to these extension activities, especially the N.S.S., the villages to which the students have their camps in, have seen significant improvement in living standards.

Many of our N.C.C. students have found employment in the defence forces and airport security. Thus, in their own special way, while taking care of the security of people, they are contributing to community development.

The D.L.L.E. programme has brought a career-based outlook among the students who registered. It is gratifying to know that the programme gave them a direction in life and some students have settled down in the careers they wanted to choose. Choosing a career of which they had little knowledge and working towards it as contributed to their becoming responsible citizens today.



3.7 Collaboration

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

The institution has not yet collaborated with outside agencies. The college is, however, looking for such collaborations in the near future.

Mention must be made here of the fact that Dr. Sashidharan P., Department of Physics is a visiting faculty at UM-DAE Center for Excellence in Basic Science (CBS), Vidyanagari, University of Mumbai.

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

Nil.

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

The college has a Placement Cell which invites corporates for campus interviews. At present, the Cell concentrates on the self-financed courses. A number of our students are now employed due to this Cell.

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

The Department of Marathi held a national conference on "Adivasi Folklore and Literature" on August 21 and 22, 2012. Jivha Soumya Mhase, a world-renowned Adivasi artiste inaugurated the conference and Dr. Ganesh Devy, eminent literary critic, activist and founder director of the Bhasha Research and Publication Center, Vadodara and the scholar and founder of the Adivasi Academy, Tejgadh, Gujarat, was the keynote speaker at the inaugural function. Some of the eminent participants at this conference were:

- 1. Dr. Harishchandra Thorat
- 2. Dr. Saroj Patnakar
- 3. Prof. Uday Rote
- 4. Dr. Sicilia Carvalo
- 5. Prof. Anjali Dashputre
- 6. Dr. Baba Patil

3.7.5 How many of the linkages/collaborations have actually resulted in formal MoUs and agreements? List out the activities and beneficiaries



and cite examples (if any) of the established linkages that enhanced and/or facilitated –

- a) Curriculum development/enrichment None
- b) Internship/On-the-job training

The students of T.Y.B.Sc. and M. Sc. Part II of Computer Science and Information Technology undertake projects of companies that their internal guides give them. If the project is satisfactorily completed, these students are absorbed by these companies.

- c) Summer placement -- None
- d) Faculty exchange and professional development -- None
- e) Research Not yet.
- f) Consultancy -- None
- g) Extension -- None
- h) Publication -- None
- i) Student Placement -- None
- j) Twinning programmes -- None
- k) Introduction of new Courses -- None
- 1) Student exchange Not yet.
- m) Any other

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

Some attempts have been made to initiate collaborations of a different kind in research. Five students from Viva College completed their M.Sc. research projects using the Zoology Research Lab as and when required. Their projects were under the guidance of Dr. Rahul Jadhav. Two students from G. N. Khalsa College, Matunga also completed their M. Sc. research projects guided by Dr. Jadhav.

The college has started establishing contact with leading enterprises to train our students to make them employable according to their standards.

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

We would like to mention here the visit to the college in February 2013 by Mrs. Birthe Molhave, teacher at Skanderborg Gymnasium, Skanderborg, Denmark, for research on her project on "Youth in Denmark, China and India" with the intention of bringing the youngsters of the three countries together.



Mrs. Molhave's project was sponsored by Danida, the cultural wing of the Ministry of External Affairs, Denmark. For the India part of her project, she chose our college students as a representation of Indian youth.

Mrs. Molhave met a group of students and asked them to answer a questionnaire on their personal opinions of identity, family, society and some global issues. The identity of the student was kept confidential. After the questionnaire was collected, the students were told of how Danish and Chinese students had answered the same questionnaire. This familiarized the students with the social and cultural similarities and differences of the three nations. The intention of the scholar is to arouse the interest of the youth of the three nations in each other's culture to help build better ties later.

Mrs. Molhave has been in touch with Dr. Deepa Murdeshwar-Katre of the Department of English for some years now and regularly posted queries on India by different college students of Denmark. Email addresses of students were sometimes exchanged and these students interacted with each other and forged new friendships. Attempts were made to try out exchange programmes for faculty, but were not successful.



CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 What is the policy of the institution for creation and enhancement of infrastructure that facilitates effective teaching-learning?

The college has been upgrading its infrastructure as per its requirement. The policy of the college is to work in consultation with the management for creation and enhancement of infrastructure to facilitate effective teaching-learning. The college management raises funds for educational infrastructure to support quality education. The Local Managing Committee of the college and the Management Committee meet thrice in a year and the specific infrastructure and resource requirements are placed before the committees which are planned and then executed as per the sources and requirements. A sincere effort is made to develop cost effective and sustainable infrastructure for effective teaching and learning.

Vidyavardhini's Colleges of Arts, Science, Commerce and Self-financed courses has 3 buildings –

i)	Main building (Ground + 3 floors) with a built area:	12,384 sq.mtr.
ii)	Chemistry building (Ground + 3 floors) with a built area:	1,534 sq.mtr.
iii)	Library and Self-financed courses building (Ground + 5 floors and a provision of lift) with a built area:	4421.22 sq.mtr.

Vidyavardhini College Campus Area :- 48,562.2770 sq.mts

Arts, Commerce & Science College Campus Area :- 20,234.2820 sq.mts.

Built up area of the college :- 18,916.92 sq.mts.

4.1.2 Detail the facilities available for Curricular, Co-curricular, Extra-Curricular Activities and list of common facilities:

The facilities provided for Curricular, Co-curricular and Extra-curricular activities are stated as follows:-

- 1) Administrative block
- 2) Laboratories
- 3) Classroom
- 4) Department rooms
- 5) Technology enabled learning spaces



- 6) N.S.S.
- 7) N.C.C.
- 8) Cultural Committee
- 9) Women's Development Cell & Grievance Redressal Cell
- 10) Gymnasium
- 11) Gymkhana
- 12) Canteen and drinking water
- 13) Separate and clean washrooms for girls and boys, male and female staff
- 14) Security staff at gates and peons on each floor
- 15) Auditorium
- 16) Library

1) Administrative Block:-

The administrative block is on the ground floor of the main building. There are cubicles for the staff, each with a computer terminal. Telephone and intercom connections are provided at vital places.

- ➤ No. of computers with Windows 8.1 PRO 2013 Microsoft Corporation in the office = 19
- ➤ Multi-functional printers = 02
- ➤ Wi-Fi facility, LAN facility in office, staff room and library
- ➤ Installation of CCTVs all over the campus
- ➤ One cabin for the registrar and one for the accountant in the office
- Common Staff room with an area = 10.96 X 8.30 sq.mtr.
- A pantry room with a water cooler
- > Separate washrooms for male and female staff
- ➤ Separate area with Principal's cabin, cabins for 3 Vice-Principals, viz., 2 of the Senior College and 1 of the Junior College and a small conference room with a capacity of 12 persons for conducting meetings. The Principal's cabin has a computer and camera display unit. All these cabins are airconditioned.
- ➤ The Examination section for FY/SY Exams of Arts, Commerce, Science and Self-financed courses completes the administration block in the main building. The Examination section has:-

\triangleright	Computers	=	05
\triangleright	HP Laser Jet Printers	=	04
	Color Printers	=	01
	Xerox machine	=	01
	Internet connection	=	02
	Result software (Reso)	=	01
	CCTV camera	=	03
	Air conditioner	=	02
	Projector	=	01
	Electronic notice board	=	01



➤ Scanner = 01
 ➤ Tables = 08
 ➤ Chairs = 15

2) Laboratories:-

(i) Physics Department : 2 Laboratories

1 Dark room

1 Preparation room cum pantry

6 Laptops1 Computer

Of the 2 labs, one is bigger with a capacity of 80 students and another is smaller with a capacity of 20 students. The labs are specially designed with heavy tables, electrical connections and water supply.

(ii) Botany and Zoology Departments: 3 Laboratories

Water connection Fire extinguisher Proper head lights Well-designed tables

The three labs have a capacity of maximum 30 and minimum 20 students. There is 1 Zoology Research Lab with computer.

(iii) Chemistry Department : 2 Laboratories

1 Physical Chemistry lab Tables well fitted with

apparatus
Gas connection
Water connection

1 Storeroom

1 preparation room 1 balance room Fire extinguisher 1 computer

The capacity of students in the 2 labs is 50-60 students and in the Physical Chemistry lab, the capacity of students is 20 at the time of practicals.

(iv) Computer Science, Information Technology & Mathematics Departments:

5 Laboratories

100 Desktops Computers

1 Store room 2 Projectors

1 Small Seminar Hall

3 Laptops



These labs in the main building are used for practicals by students of Computer Science, Information Technology and Mathematics Departments and T.Y.B.Com.. In these labs, 120 students at a time can be accommodated. The seminar hall has a capacity of 50 people.

(v) Biotechnology Department : 2 Laboratories

1 Tissue culture room

1 Seminar Hall cum

classroom 1 computer

The capacity of the 2 labs is 28 students and the capacity of the seminar hall is 40 persons. The labs are well equipped with instruments and gas connection.

3) Classrooms:

Total No. of Classrooms : 43

Admeasuring between : 24 X 23 Sq.ft &

39 X 30 Sq.ft

Small classroom : 02 Students' capacity in small classroom: 30-40 Students' capacity in big classroom : 90-100

Main building : 24 classrooms
Chemistry building : 07 classrooms
Library & self-financed courses building : 12 classrooms

 Total No. of benches
 : 1335

 Chairs
 : 160-170

 Tables
 : 100-110

 Cupboards
 : 169

In the corridors as well as in the classrooms, CCTVs have been installed. The classrooms in the self-financed courses building have a provision of audio-visual facility.

4) Department Rooms:-

- (i) The Botany and Zoology departments have 1 combined room for the Heads of these Departments as well as a separate staff room for other members. The non-teaching staff of these departments also has a separate room or section.
- (ii) Earlier, the Department of Physics had a separate room for the Head and a staff room for other members. The auditorium which is adjacent to the room for the Head of Department needed a green room for girls, and so, this room was integrated with the auditorium. Also, part of the staff room has now been converted into a small laboratory because of lack of space for one.



Another part of the Department of Physics is being used as 1 MCVC room as well as Electronic and Technical Service Centre used by Junior college.

- (iii) The Department of Chemistry, being the largest department in the college, has 1 cabin for the Head of Department and 1 staffroom for the staff.
- (iv) The Department of Mathematics has 1 staff room, which also accommodates the staff of the Computer Science and Information Technology Departments.
- (v) The departments of Economics, History, Business Economics, Political Science, Business Law, English, Accountancy and Commerce also have departmental rooms. While Business Economics and Business Law share one room, the Commerce and Accountancy departments share another. Some of the department rooms have CCTV Cameras. The procedure of installation of CCTVs in other departmental rooms is being carried out.
- (vi) The Department of Marathi has a small class room for TYBA and MA students. They have a department library with 2500 books and 200 magazines and journals.
- (vii) The Bio-Technology department also has a separate cabin for the Head of Department and a staffroom for the other staff members.
- (viii) Self-financed Courses:-
 - (a) The Departments of B.B.I. and B.M.S. have a staffroom combined with the office in the new building. This office has 1 small computer lab with 3 computers and 4 projectors.
 - (b) The Department of I.T. has a separate staffroom and a computer lab in the Library building. They also use computer science lab in the main building for their practicals.

5) Technology Enabled Learning Spaces:-

In order to provide latest technological devices to both students and teachers, the college has

➤ Internet facilities in office and library

Browsing Centres = 06

LCD Projectors = 03

Computer laboratories = 05

Desktop Computers = 211



The college has a photocopy centre with facility for printouts, where both photocopies and printouts can be taken at a concessional rate by students and teachers.

Library functions are automated with SOUL Software. Webopac is made available on the library website. The institutional repository has been developed in Dspace and old examination question papers have been uploaded on it.

Considering the acute shortage of electricity in the region, a Kirloskar generator with 125 kw has been installed, which operates for all 3 buildings. This generator requires 20 litres of diesel per hour.

6) N.S.S.:

Area of N.S.S. Office = 200 Sq.ft

Table = 01 Chair = 01 Cupboards = 02

Equipment and utensils used by students during their camp activities are kept in this room.

7) N.C.C.:

Area of N.S.S. Office = 100 Sq.ft

Table = 01 Chair = 01 Cupboard = 01

Store room = 01 for N.C.C. Kits

8) Cultural Committee:

Area of the room = 150 sq.ft.

Long table = 01Cupboards = 02

Chairs = As per requirement

Other equipments required as property for different types of drama are kept in the room; few instruments are kept in the cupboards.

9) Women Development Cell & Grievance Redressal:-

One room is shared by both the committees for meetings and discussions. Both committees perform their activities through mutual understanding.

As the number of girls is more than that of boys, and they come from far off places, we have two girls' rooms.

10) Gymnasium:



Area of Gymnasium $= 18.91 \times 90 \text{ Sq.ft.}$

Equipments : 1) 9 station Multigym unit

- 2) Manual Walker
- 3) 2 HP motorized electric treadmills with 5 window digital meters which shows time, speed, pulse and distance.
- 4) Dumbbells
- 5) Flat bench
- 6) Armcutting bench
- 7) Incline/Decline bench

Boxing practice is done in the corridor of the ground floor of the self-financed courses building.

11) Gymkhana:-

Area of Gymkhana : 23.56 X 11.0 Sq.ft

Indoor Games : (i) Carrom board with 15 sets

(ii) Chess with 10 sets

(iii) Table tennis with 5 sets

Body building training is conducted at the gymkhana. The college provides facilities to outdoor games the following sports activities:-

- i) Cricket
- ii) Football
- iii) Volleyball
- iv) Kho-kho
- v) Kabbadi
- vi) Athletics
- vii) Badminton

These are played on the open ground. There is a badminton court in the backyard.

A section of the terrace of the main building has been reserved exclusively for a shooting range with a cabin managed by one of our former students.

12) Canteen and Drinking Water:-

Area of Canteen & Kitchen: 68.55Sq.ft

The kitchen is maintained hygienically and students are offered food at a subsidized rate. There are 8 water filters in the college premises.

13) Hygiene, Cleanliness And Security:-

There are six boys' wash rooms and six girls' wash rooms.



Housekeeping is maintained by a private agency, viz., Archana Services. Four men and two women have been appointed along with two in-house employees for this purpose. Two persons have been appointed as special security guards through a private agency, viz., Shivam Agency to maintain discipline in the college premises. Four persons have been appointed, among whom 3 persons work in the day shift and 1 person in the night shift.

14) Auditorium:

The college has a well-equipped and state-of-the-art air-conditioned auditorium, the C. R. Rajani Hall, admeasuring approximately 14.74 X 37.56 sq.m. with a stage. It has a capacity of 596 persons.

15) Library:-

The library occupies two of the uppermost storeys of the new building, the fourth and fifth floors. The area of the library is 16,000 sq.ft.. The main features of the library are:-

- (i) Separate newspaper & periodicals section
- (ii) Property counter
- (iii) Reference room
- (iv) AV Hall
- (v) Internet room
- (vi) Digital library room
- (vii) Bound periodicals sections
- (viii) Book bank section
- (ix) Teachers' reading room
- (x) Separate boys' & girls' reading room

More than 300 readers can sit and read in the library at a time.

4.1.3 Optimally used premises, augmentation of the premises and amount spent :-

- The college has a six day week and works in two shifts from morning 7.00 a.m. to 6.30 p.m., the morning shift being that of the Senior College and the afternoon shift that of the Junior College. On Sundays and holidays the campus is used at times for various activities like felicitation programmes, inspirational talks by eminent persons, for sports activities and competitions.
- ➤ College premises are optimally used for recruitment exams of M.T.S., C.A., Bank exams, B.Ed., C.E.T., University Exams and Junior College H.S.C. Board Exams.
- ➤ During State and Central elections, the college is used as a polling booth centre. The college ground is used by various nearby schools for sports competitions. Usually, the Nagarpalika/ Municipal Schools hold their interschool competitions on our college ground.



- ➤ The college library is made available to ex-students with prior permission of the Principal for their further studies. As our library is one of the best libraries, many students are eager to use it. One often finds students coming in for casual reading after their exams since our library is the only source of knowledge for them.
- Earlier, our college was a centre for the Yashwantrao Chavan Mukta Vidyapeeth, the Distance Education Unit of Maharashtra State and classes were held here. These were beneficial to aspiring working students as the classes were held in the evening they were able to attend them and complete their studies. Now I.D.O.L. (Institution of Distance and Open Learning) courses of the University of Mumbai are conducted especially for the working students. Distance education has always been encouraged by our college. Furthermore, the Long Life Learning & Extension Programme of the University of Mumbai is also conducted. Under this programme, career projects are undertaken for the future development of students.
- After the previous accreditation, the college has expanded. A new five-storey building was constructed and housed Self-financed courses of B.M.S., B.B.I., Bio-technology, Computer Science & Information Technology. The earlier library was in main building which had an area of 4000 sq.ft.. This was shifted to the fourth and fifth floors of this building where its area is 16,000 sq.ft. -- four times more than the earlier one.
- ➤ Between the main building and self-financed courses building a beautiful garden with a fountain has been constructed. As mentioned earlier, the Rajani Hall has been renovated and converted into a modern auditorium with an A/c facility, Audio System, Video Projector and 596 Chairs. The N.S.S. room is also being renovated to increase its space.
- ➤ Post-graduation classes of M.A. in Economics, History and Marathi, M.Com. and M.Sc. in Computer Science have started in full swing. The two Research Centres for Economics and Zoology and M.Sc. by Research in Zoology have begun.
- ➤ Equipment and building repairs or any changes within the building is done as per the requirement with the consent of the Management.
- ➤ Yash Computers of Virar is given annual maintenance contract for the maintenance of the computers.
- ➤ In the backyard of the main building there is a parking zone for faculty members and students.
- ➤ Equipment expenditure as well as expenditure on campus infrastructure and facilities has increased.

Expenditure	2009-2010	2013-2014	% Increase
Equipment	77,988/-	1,31,860/-	60 %
Campus infrastructure & facilities	8,41,954/-	10,25,210/-	22 %

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



- The college takes special care of those students with physical disabilities. A ramp has been provided at the entrance in the new library building for their special needs. This building also has a lift.
- Classes of students who are physically disabled are kept on the ground floor in the main building.
- ➤ For visually impaired students Braille Script books are available in the library.
- During exams they are given an extra half an hour. They are seated in a separate room where special care can be taken.
- Adjacent to the college there is a health centre; in case of medical emergencies for the students, doctors and nurses from the health centre come for help.

4.2 Library as a Learning Resource

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

At the beginning of the year, the library organizes orientation for students, so that they know the services available in the library. It has an active Library Advisory Committee (L.A.C.) which is constituted of seven members. The composition of the L.A.C. is as follows:-

Table 4.1

Sr. No.	Name of the Faculty	Designation
1.	Principal Dr. K.N. Ghorude	Chairperson
2.	Shri. Ajay M. Kamble (Librarian)	Secretary
3.	Prof. (Mrs.) S.T. Jagtap	Member
4.	Prof. (Mrs.) Valsa Babu	Member
5.	Prof. C.S. Ghuge	Member
6.	Dr. S.V. Phad	Member
7.	Prof. V.P. Bansode	Member

The meeting of L.A.C. is held at regular intervals. The responsibilities of the committee are:

- ➤ To frame rules for students and staff regarding usage of library thus trying to make it more user friendly.
- > To provide guidelines as to the purchase of books, e-journals and magazines necessary for the advancement of the library.
- To mainly look after the purchase of books required for the staff and students.
- > To ensure the regular functioning and maintenance of the library.
- ➤ To scrutinize the purchase orders recommended by the faculty.
- > To attempt to bring better understanding of the utility of the library among users.



- ➤ To gauge the requirements of the library and forward them to the administration to serve, comply and fulfill them.
- > To recommend the binding of old and used books

The library plans and executes decisions as per the recommendation of the L.A.C..

The college library has adapted a close access system for the students and open access system for the staff. The L.A.C. has improved facilities and services through use of information and modern communication technology. It provides valued service to meritorious and economically challenged students. The library provides sufficient number of books to all the departments and students who participate in elocution, essay, debate and other competitions.

A book exhibition is organized every year to develop the reading habits among the students. A number of publishers put up stalls at the exhibition and books and other reading material is sold at concessional rate. Many staff members buy books for the library as well as for their personal use.

The library takes meticulous care of the treasure it has. Daily cleaning, dusting the books and library area as well as frequent verification of stock, keeps the library material clean and dust free. Once every year, treatment like spraying the anti-termite to prevent the fungus, white ants, etc. is carried out.

4.2.2 Provide details of the following:

Table 4.2

C	Footsman	Communita
Sr.	Features	Comments
No.		
1.	Total area of the Library (in	1488sq.mtrs.
	sq. mtrs.)	(Four times more than old library
	(1sq.ft=0.093 sq.mtrs)	area)
2.	Total seating capacity	300 (students and faculty members.)
3.	Working hours	The library remains open from 7.00
	* on working days	a.m. to 5.30 p.m. on all working
		days, before examination and during
		examination days.
	* on holiday	Closed
	* during vacation	Library remains open from 9.30 a.m.
		to 5.30 p.m.
4.	Layout of the Library	
	* Individual reading carrels	No
	* Lounge area for browsing	
	and relaxed reading	No
	* IT Zone for accessing	
	e-sources	Yes
	* Reading Halls	02
	* Stack Room	Arrangement of Stack Room is made
		according to the Dewey Decimal
		classification



Yes
Yes
Yes
Yes
02
Yes
No
Yes

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

♣ Purchase and Use of Current Titles, Print:-

The librarian at the beginning of the year circulates the proformas to the faculty members of all the departments for making suggestions about the titles of books and journals needed for study and teaching. Faculty members forward their lists/ proformas through their respective heads to the librarian, who, after cross checking the availability of these in the library, plans for the procurement of the copies of the latest editions. The Principal and the L.A.C. approves the list. The purchase order is placed to the dealer. The library purchases current titles, important journals and reference books keeping in view of the annual budget of the library.

The list of new additions of books and journals are communicated to all departments. The daily statistics for books issued is prepared for faculty members and for students to take review of the changing trend in reading and accordingly multiple copies of the books purchased to fulfill the demands.

E-journals/Online Resources :-

To meet the research oriented needs of the undergraduate, post graduate students and students pursuing doctoral research of the college, online journals are regularly bought. To remain updated with the current trends in the subject and research, DVDs, CD-ROMs, software, etc. are made available.

The library software SOUL enables the students and faculty to have easy access to books, as the software generates all information of the books present in the library.



Table 4.3 Amount spent on Procuring New Books during the last five years—Aided Section

Sr. No.	Library Holding	•		2010-11		201	2011-12		12-13	2013-14	
		Numbe	Total	Numb	Total	Number	Total	Number	Total	Number	Total
		r	Cost	er	Cost		Cost		Cost		Cost
1	Books	1263	500063	1356	500020	1350	504596	1466	506231	1612	500722
2	Text Books	48	2915	15	1658	05	450				
3	Reference Books	1084	336939	1257	358531	1222	354638	388759	1380	1515	372960
4	Reference Books (Pure)	131	160209	84	139831	120	147714	86	117472	97	127762
5	CDROM	27		15		14		19		20	
	TOTAL	2553	1000126	2727	1000040	2711	1007395	390330	625083	3244	1001444



Table 4.4 Amount spent on Procuring New Books during the last five years— Unaided Section

Sr. No	Library Holding	200)9-10	2010	-11	2011-12		2012-1	3	2013	3-14
110	Holding	Num	Total	Number	Total	Number	Total	Number	Total	Number	Total
		ber	Cost		Cost		Cost		Cost		Cost
1	Books	484	217462	550	174758	220	99001	561	223565	655	166531
2	Text	19	1734	183	21455			137	17829	342	39012
	Books										
3	Reference	423	151852	351	120145	198	76377	389	139833	300	100720
	Books										
4	Reference	42	63876	16	28534	22	22624	35	65903	13	18549
	Books										
	(Pure)										
5	CDROM	30	-	40	4624					17	8250
	TOTAL	998	434924	1140	349516	440	198002	1122	44713	1327	333062



Table 4.5
Amount spent on Procuring New Books during the last Five years–UGC

S r.	Library Holding	200	09-10	2010)-11	201	1-12	201	2-13	201	3-14
N o	C	Num ber	Total Cost	Numbe r	Total Cost	Number	Total Cost	Number	Total Cost	Numbe r	Total Cost
1	Books			122	197515	158	50277	285	121361	705	204894
2	Text Books										
3	Reference Books			30	14688	147	40054	257	94101	650	1514900
4	Reference Books (Pure)			92	182827	11	10223	28	27260	55	53404
5	CDROM					6					
	TOTAL			244	395030	322	100554	570	242722	1410	1773198



Table 4.6 Amount spent on Procuring New Books during the last Five years—B.C. Book Bank

S r.	Library Holding	2009-10		2010)-11	201	2011-12 2012-		2-13	3 2013-14	
N		Number	Total	Number	Total	Number	Total	Number	Total	Number	Total
0			Cost		Cost		Cost		Cost		Cost
•											
1	Books	642	70093	957	124845	728	91405	1004	104755	774	110472
2	Text Books	642	70093	822	98317	519	52757	1004	104755	665	76379
3	Reference Books			135	26528	209	38648			102	27907
4	Reference Books (Pure)									07	6186
5	CDROM									01	
	TOTAL	1284	140186	1914	249690	1456	182810	2008	209510	1549	220944



Table 4.7
Amount spent on Procuring New Books during the last Five years—SAF Book Bank

S r.	Library Holding	2009	0-10	201	2010-11		2011-12		2-13	2013-14	
N	Holding	Numbe	Total	Num	Total	Numb	Total	Numb	Total	Numb	Total
0		r	Cost	ber	Cost	er	Cost	er	Cost	er	Cost
1	Books	738	84644	780	92377	366	39419	585	61260	971	103414
2	Text	738	84644	780	92377	366	39419	562	54717	950	101450
	Books										
3	Reference							23	6543	21	1964
	Books										
4	Reference										
	Books										
	(Pure)										
5	CDROM										
	TOTAL	1476	169288	1560	184754	732	78838	1170	122520	1942	206828



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

In the digital age, it becomes necessary to use the latest information and technology in teaching-learning and evaluation. The college has initiated to introduce ICT in the college functioning as well as in the library. Following are the measures taken to use ICT in Library functioning.

Table 4.8

	Specification	Comments
1.	OPAC	The OPAC (Online Public Access Catalogue) has been installed in the two computers which are placed
		near the entrance to the library. The Online Catalogue enables easy tracking of the books by
		faculty and students.

2.	Electronic Resource Management package	The e-journals and N_LIST database are accessed through the websites of the publisher individually
	for e-journals	-
3.	Federated searching	No
	tools to search articles in multiple databases	
4.	Library Website	The section devoted on our college website is www.vartaklibrary.co.nr from 2005. Following Library features are covered in the website *About Library *Facilities and Services *Online catalogue (web OPAC) *N-List Database *Library Events *Library Statistics *Library Staff *Library Committee
5.	In house/Remote Access to E-Publications	The e-resources like online journals and online database are accessed as and when necessary by the faculty. The access to e-resources as well as CD-ROMs has been given to the students and faculty in the library.



6.	Library automation	The library is fully automated with SOUL Software
0.	Liorary automation	and all supporting latest technology.
		and an supporting fatest technology.
		The following sections are automated which are core
		areas for computerization:
		Library House Keeping Operation
		The technical section is fully computerized which
		comprises cataloguing, indexing, abstracting and stock verification modules.
		♣ Circulation Desk
		Issuing and returning documents at circulation desk is
		also computerized.
		♣ Online Public Access Catalogue
		Two computers are used only for OPAC.
		The college developed an android app entitled
		"Vartakapp", which was made available on the
		college website. With the help of this app, students
		can avail the following services at their fingertips.
		*Students get direct access to the college and library
		websites and can access the various notices uploaded
		on the site.
		* They can access their result with the single click on
		the app.
		* They can search the books in the library, their
		availability as webopac has been embedded in the
		app.
		* Students can see and download old exam question
		papers directly through this app.
		* Students can get access to 6000+ E-journals and
		97000+ E-books from the app.
7.	Total number of	
	computers for public	13
	access	
8	Total numbers of	NIL
	printers for public access	
9.	Internet band width /	2 mbps
۶۰	speed	2 mops
10		The library has Institutional Demositary through
10.	Institutional Repository	The library has Institutional Repository through
		which students can have access to old examination
11	Doutisingtion !:	question papers.
11.	Participation in	We are the registered member of INFLIBNET's N-
	Resource sharing	LIST
	networks / consortia	
	(INFLIB)	
<u> </u>	1	



4.2.5 Provide details on the following item:

- **4** Average number of walk-ins
- **4** Average number of books issued/returned
- **♣** Ratio of library books to students enrolled
- **♣** Average number of books added during last three years
- **4** Average number of login to OPAC
- **4** Average number of login to e-resources
- **4** Average number of e-resources downloaded/printed
- **♣** Number of information literacy trainings organized
- **♣** Details of "weeding out" of books and other materials

Average number of walk-ins

Table 4.9

	2009-10	2010-11	2011-12	2012-13	2013-14
Daily	158	169	187	200	227
Monthly	3160	3380	3740	4000	4540
Yearly	37920	40560	44880	48000	54480

4 Average number of books returned

Table 4.10

	2009-10 S T		2010-11		2011-12		2012	2-13	2013-14		
			S	T	S	T	S	T	S	T	
Daily	80	14	51	08	47	09	64	11	29	05	
Monthly	665	280	1013	160	932	180	1276	220	739	50	
Yearly	6552	2800	10133	1600	9318	1800	12759	2200	7097	788	

^{*} S – Students & T - Teachers

Average number of books issued

Table 4.11

	2009-10 S T		2010-11		201	2011-12		2012-13		-14
			S	T	S	T	S	T	S	T
Daily	48	04	49	04	48	04	69	05	58	05
Monthly	949	71	980	68	954	68	1377	96	1157	98
Yearly	,		9798	676	9538	675	13767	961	11565	978



♣ Ratio of library books to students enrolled

Table 4.12

Year	Library Books	Students	Ratio
2009-10	75638	3845	20:1
2010-11	79495	4115	19:1
2011-12	81833	3989	21:1
2012-13	85889	3976	22:1
2013-14	91192	3861	24:1

The availability of books per students shows an increasing trend for the referred period.

♣ Average number of books added during last five years

Table 4.13

Sr. no.	Academic Year	Aided section	UGC Add-on courses	Unaided Section
1.	2009-10	1263		484
2.	2010-11	1356	122	550
3.	2011-12	1350	158	220
4.	2012-13	1466	258	561
5.	2013-14	1612	705	655

Table 4.14

	Tuble III				
Sr.No.	Specification	Comments			
6.	Average number of login to OPAC	50-66			
7.	Average number of login to e- resources	10			
8.	Average number of e-resources downloaded/ printed	NA			
9.	Number of information literacy trainings organized	01			
10.	Details of "weeding out" of books and other materials	We withdraw books based on following parameters * Change in syllabus * Old edition books * Replacement of damaged books			



4.2.6 Give details of the specialized services provided by the library:

Table 4.15

Sr.No.	Specification	Comments
1.	Manuscripts	NIL
2.	Reference	Reference service is provided to the students and faculty members as per their demand. The library has a very good collection of reference books such as dictionaries, encyclopaedias. Students use reference books for their project work and staff members for their research work.
3.	Reprography	Service is provided to the reader
4.	ILL (Inter Library loan)	NA
5.	Information deployment and notification	Notifications, circulars, schedules, reports and academic materials are delivered on our library website. 16 daily newspapers are made available for library users. Current issues of periodicals are displayed on the periodical stand. Information about new arrivals is also provided to the users. Important notification is displayed on the electronic notice board.
6.	Download	The internet facility is given to the readers and they are free to download educational material and save it in their pen drive and CDs.
7.	Printing	Printing services are not available. Whenever students require such service, our library attendant accompanies the students for photocopying the material.
8.	Reading list / Bibliography compilation	The bibliography is generated through the library software (SOUL). The faculty and students can also refer the



		bibliography by using the Online Public Access Catalogue (OPAC)
9.	Wi-fi internet browsing centre	Wi-fi internet service is provided in the library and can be used on laptops.
9.	In-house / remote access to e-resources	Available through Internet
10.	SAF/ BC Book Bank	Books are issued for the complete academic year to the economically backward class and SC/ ST students under these schemes.
11	User Orientation and awareness	The library organizes orientation programme in every academic year for newcomers. The users of the library are intimated about the library rules. Close observation of the obedience of rules is maintained. The students are made aware of the in-out of books as per the schedule fixed. The library staff introduces students to OPAC facility, the arrangement of the collection of books and other library materials.
12.	Assistance in searching Databases	The library staff assists the faculty and students in accessing the e-resources/databases.
13.	INFLIBNET / UGC facilities	The University of Mumbai has provided digital college facility for the benefit of connectivity and e-learning facility to the students.
14.	External Users Service	For external users, especially researchers, the required information sources are issued for reading in the library.
15.	Best User Award	Every year, the librarian and the library staff keep a watch on students making maximum utilization of available library services and nominate the best among them for the Best Library User Award to a few of them.



Т	These students are felicitated by	
th	the Chief Guest during the Prize	
	Distribution Ceremony. They	
a	are invited for Library	
	Committee meetings and their	
SI	uggestions/ feedback is taken.	

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

Excellent library service and information services is provided by the library staff. Efficient, helpful and students friendly staff ensure ready access to the various library facilities such as OPAC, Internet facility, arrangement of books reading facility, question papers, newspaper clipping and notification.

The library is well-equipped with 18 computers. The library maintains a register for visiting students and faculty. Books are issued and returned according to the days scheduled for each class. Students can borrow two books for home reading on their borrower's card for a week.

The safety of the books is the prime concern and students are not allowed direct entry to the book shelves. The library staff constantly monitors the library section. CCTVs have been installed within and outside the library as security.

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

The new building was constructed after the recommendations of the Peer Team visit in 2004 with the main intention of expanding the library to make it reader-friendly. The lift helps the physically challenged persons to frequent the library, which is situated on the top fourth and fifth floors. It is, therefore, well-ventilated and gets maximum natural light.

Curriculars and special books in Braille script are available in the library for blind students.

As a special case, extra hours for reading, sufficient number of books and special attendance given to physically handicapped students.

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



The library collects the feedback from its users. The library advisory committee analyses the feedback if there are suggestions, grievances they are solved by the committee for further improvement of the services.

An online group has been created on Google Groups to answer students' queries; it is titled "Online Readers Group".

4.3. I.T. Infrastructure

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

The entire college is computer facilitated. There are many computers as well as laptops available to the faculty and even to students of the college.

- **Number of Computers with configuration**
- **Lesson** Computer-student ratio
- **Stand alone facility**
- **LAN** facility
- **Licensed software**
- **♣** Number of nodes / computer with Internet facility
- **4** Any other

Table 4.16 I.T. Infrastructure

Item	Configuration		
1 Server			
ZENITH	Intel (R), P4, 1GB RAM, 160 GB HDD (1Server)		
ZENITH	500 GB HDD, 2 GB RAM, Intel (R), P4		
HP	500 GB HDD, 4 GB RAM, Intel (R), Xeon (R)		
	2 Desktops		
Dual Core (ZENITH)	512 RAM, 40 GB HDD, P3		
	1 GB RAM, 40 GB HDD, P4		
Dual Core (HP)	Intel Pentium (R) G630 @		
HP	Intel (R) Pentium (R) G630 @ 2.70 GHz		
Core2Duo	2.70 GHz, 500 GB HDP		
Core2Duo	500 GB, HDD		
ZENITH	32 m/c		
Assembled (P2)	256 RAM, 20 GB HDD		
Assembled (P2)	256 RAM, 20 GB HDD		
Assembled	Intel (R), P4, 1 GB RAM, 80 GB HDD		



HCL	160 GB HDD, 1 GB RAM Dual Core CPU			
	160 GB HDD, 1 GB RAM, P-Dual Core CPU			
HP Pro	2.70 GH2 2GB RAM			
Assembled	Intel (R), P4, 1 GB RAM, 80 GB HDD			
Assembled	Intel (R), Pentium (R)			
	CPUG620 @ 2.60 Hz 2.60 GHz			
RAM	4.00 GB (3.41 GB Usable)			
	32 bit operating system, X64 based processor			
	00261-80404-01461-AA564			
	3 Laptops			
HCL	320GB HDD, 2GB RAM, CORE 2 DUO			
HCL	2GB RAM CORE 2 DUO, 320 GB HDD			
HP	500GB HDD, 4GB RAM, INTEL (I3)			

↓ Computer student ratio : 1 : 2 **↓ Stand Alone Facility** : 04

LAN facility : All Computers are connected

with LAN in the IT Department

for the use of students.

Computers in library and office

are connected with LAN

for smooth functioning of work.

↓ Licensed Software Microsoft Windows OS

Table 4.17 Licensed Software

Sr.No	Name	Version Details	No. of Licenses
•			
1	Microsoft Windows Server	2003	01
2	Microsoft XP Professional		25
3	Microsoft Visual Studio		05
4	Kasperkey		80
5	Quick Heal		130
6	Oracle Log		Server-Client
			1-10
7	SQL SVR		Server-Client
			1-20
8	Microsoft Excel	2008	
9	Microsoft word	2008	
10	Win SL 8.1 LNGL OPL NL		
	AcdmcLequalization		
11	Win PRO.8.1 SNGL Upgrd OPL		
	NL Acdmc		



12	Office Proplus 2013 SNGL OPL	19
	NL Acdmc	
13	WINSVR CAL2012 SNGL OPL	
	NL ACDMC DVC CAL	
14	WINSVRSTD 2012 Rs SNGL	
	OPL NL Acdmc 2 PROC	
15	Result Software Reso	
16	Library Software SOUL 2.0	

♣ Number Of Nodes/ Computers With Internet Facility:

All the computers are connected with Internet facility

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

The facility of computers with internet facility has been made available in the computer labs, office, Principal's cabin, library and examination cabin/section. The students from B.Sc. and B.Com use these facilities as a part of their syllabus. Faculty members of the other departments also use these facilities.

Computers for faculty

Desktops : 59 Laptops : <u>09</u> **TOTAL : 68**

4 Computers for students

No. of Computer in I.T. Dept.: 100
Computer Laboratories : 05
Cyber Spaces : NA
TOTAL : 100

Table 4.18

Sr.	Specification	Number
No.		
1.	Computers in Senior College Computer Lab	100
2.	Computers in Junior College Computer Lab	44
3.	Computers in the office	19
4.	Computers in the Library	18
5.	Computers in the Examination Section	05
6.	Computers in Unaided Section (Office)	07
7.	Computers in Various Departments	19
	TOTAL	212



4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

The College makes plans for deploying and upgrading the I.T. infrastructure with the support of UGC and Management funds. While deploying and upgrading these facilities students' strength and their needs are taken into consideration. The institution upgrades its I.T. infrastructure and associated facilities whenever necessary and required.

4.3.4 Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years)?

Table 4.19

	2009-10	2010-11	2011-12	2012-13	2013-14
Computer purchase &					
their accessories	570100/-	452066/-	290200/-	640579/-	168207/-
Expenditure on					
Equipment					

The institution has an annual maintenance contract with Yash Computers, Virar (W) to maintain the computers and related facilities including software.

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and students?

The institution has made computers with internet facility in computer labs, the library, office, various departments and the Principal's cabin. The faculty members and students from all streams of the institution use these facilities to make the teaching-learning process effective. LCD, ICT, Smart boards, OHP, Power Point presentation, display of educational CDs and DVDs are also used by some departments for making teaching-learning more interactive and effective. Print resources for faculty members are also available in the office. Seminars, group discussion, lectures, workshops are organized in the seminar hall equipped with latest ICT facilities to facilitate the teaching-learning process.

Internet with Wi-Fi facility is available for staff which helps in preparing quality teaching material.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching-learning resources, independent learning, ICT enabled classrooms/ learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.



The institution runs courses such as B.A., B.Com., B.Sc. B.B.I., B.M.S., M.Sc. I.T., C.S., M.A. in Marathi, M.A. in History, M.A. in Economics, M.Com., and M.Sc. (Zoology) by research. The science faculty members use modern techniques and aids of teaching to place the student at the centre of teaching-learning process. The teaching method of B.Com. (in some subjects) and B.Sc., M.Sc. IT and M.Sc. C.S. course is computer assisted and practical based. The institution has well equipped computer laboratories with internet connection. The faculty members and students use their facility to make the teaching learning process more effective. LCD, OHP, Power Point presentation are also used for making teaching-learning more interactive and student centric.

The Department of Computer Science has been conducting workshops for the faculty on the use of computers and internet as a learning resource for some time now. Further, faculty members of the I.T. department remain available for any need based assistance in the use of ICT.

4.3.7 Does the institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

- **♣** The library has institutional repository
- ♣ The institution is a registered member of INFLIBNET's N-LIST

4.4. Maintenance of Campus Facilities

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (Substantiate your statements by providing details of budget allocated during last four years)?

The college has well-functioning system for proper maintenance and updating various infrastructure facilities. Physical facilities are provided on the college campus for facilitating the teaching learning process. There is optimum use of facilities available to maintain the quality of academic and other programmers on the college campus.

During the last five years, the institution has undertaken the following expenses.:

Table 4.20
Total Expenses in the Last Five Years for Maintenance of College
Campus

Part	ticulars		2009-10	2010-11	2011-12	2012-13	2013-14
A) E	Building			6,50,000/-	5,12,500/-	24,98,900/-	
B)	Furniture	&	2,50,561/-	1,06,678/-	2,77,589/-	4,43,005/-	3,86,849/-
Fixt	ures						



C) Lab Consumable	22,67,306/-	5,91,332/-	7,42,412/-	5,71,770/-	11,11,056/-
& quipment					
D) Computers,	5,70,100/	4,52,066/	2,90,200/	6,40,579/	1,68,207/
Repairs,	-	-	-	-	-
consumable &					
equipment					
E) Furniture repairs	77,988/-	4,039/-	1,84,701/	20,862/-	1,11,416/
&			-		-
Equipment					

4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

The campus area consists of 3 college building, an auditorium, parking area, a playground, canteen, drinking facilities, wash rooms for staff and students.

The college provides a sufficient fund for maintenance of building, repairing of furniture, equipment and computers. We have an agreement with Yash Computers, Virar (W) to maintain computers and related facilities including software. We also call a government licensed technician on daily basis. The repairing and maintenance of departmental laboratory equipment is done by inviting quotations from various companies.

There are total six housekeeping staff and separate staff for the ladies' and gents' washrooms who are appointed on contract basis. The cleaning is done thrice a day, with disinfectants. The college campus, corridors, staffrooms, laboratories and class rooms are cleaned daily. For repair of furniture and plumbing work, the college has appointed a carpenter and plumber on contract basis. We have a sizeable number of non-teaching staff who are skilled in handling electrical work and who often tackle minor problems concerning electricity. However, if for the large scale issues, external agencies are called with prior permission from management. Teaching and non-teaching staff also take care of the inhouse facilities.

The security and safety of the staff and students is ensured because of the provision of a 24 hours security service in the college campus. The guard monitors the parked vehicles belonging to staff and students in the campus. An agreement with the security agency is maintained. Clean drinking water facilities are installed for staff and students.

The library books are maintained by the staff and binding is done whenever necessary. We have a yearly agreement with Patil Pest Control, Vasai Road. Pesticides are sprayed at regular intervals to keep pests away from damaging the books. Water filters, coolers, fire extinguishers are under the annual maintenance contract with private agencies.

The garden in the college campus is maintained with the help of a gardener, who is also appointed on contract basis. Valuable inputs are provided by



interested and skilled staff members as well as the staff of the Botany department. A canteen committee is appointed to keep a check on the cleanliness of the canteen and to monitor the quality, quantity and price of the food served.

Appropriate stock registers are maintained to enable physical verification of various infrastructure facilities.

4.4.3 How and what frequency does the institution take up calibration and other precision measures for the equipment/instruments?

The college takes up precise and calibrated instruments and equipments regularly as per the need of the expert faculty members in the respective departments. Stock registers of chemicals and equipments are maintained on a yearly basis. The college solely buys and is responsible for the maintenance of equipments and other ICT resources.

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water)?

Vasai is an area of massive load shedding which causes inconvenience. Therefore, a generator with 125 KV has been installed for continuous and uninterrupted power supply. Technicians are available on hand for maintenance and fixing voltage fluctuations and other sensitive electrical equipments of the college. All computers have a UPS attached to absorb the fluctuations.

Maintenance:-

- ➤ The college maintains constant water supply. Water tankers are called to fix shortage of water supply in case of emergencies. The water tanks are cleaned on a regular basis.
- ➤ CCTV cameras have been installed at strategic locations to monitor the movements of the people inside the college building and in the campus. Since the DVR is in the Principal's cabin, there is a close watch on the quality of the reception of all cameras and in case there is a problem, it is fixed immediately.
- Fire-fighting system has been installed. Fire extinguishers have been fixed at strategic locations.
- ➤ Maintenance is done periodically to facilitate uninterrupted functioning of the system/ electrical appliances. Computers are maintained by an inhouse technician. Each laboratory has an assistant who ensures that the computers and equipments are used properly.



CRITERION V: STUDENT SUPPORT AND PROGRESSION

5: 1 Student Mentoring and Support

5.1.1 Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

The institution publishes its updated prospectus annually. The information disseminated in the prospectus is:

- 1. Goals / objectives / major consideration
- 2. Our expectations from students
- 3. Courses available in college
- 4. Academic and other achievements
- 5. Record of students
- 6. Accreditation and awards
- 7. Guidelines for admission
- 8. Rules of discipline for students
- 9. Attendance and grant of terms
- 10. Library
- 11. Scholarships and freeships
- 12. Fee structure of B.Com., B.Sc and B.A, B.Com. (B&I), B.M.S., B.Sc.(I.T), B.Sc.(C.S.)
- 13. Scheme of Examination
- 14. Procedure for investigation in case of malpractices
- 15. College societies
- 16. Other activities and schemes

"Without growth and progress, words such as improvement, achievement, success have no meaning." Benjamin Franklin

The college believes in this principle and so, to cater to the over-all development of the students, has constituted various committees for extracurricular activities. Along with this, to ensure commitment and accountability we have internal audit of each of the committee at regular interval.

5.1.2 Specify the type, number and amount of institutional scholarships / free ships given to the students during the last four years and whether the financial aid was available and disbursed on time?

The college, being a government-aided college, receives the amount of free ships and scholarships from the state government for SC/ ST/ NT/ SBC/ OBC students for both aided and self-financed courses. As the data stated below shows, a large number of students receives financial aid from the government.



Aided Courses:

Scheduled Castes:

Academic year	Free ship Amount	No. of	Scholarship	No. of
		students	Amount	students
		benefitted		benefitted
2010-11	Rs. 3,13,208/-	91	Rs. 4,42,439/-	225
2011-12	Rs. 2,10,030/-	54	Rs. 1,64,276/-	197
2012-13	Rs. 9600/-	32	Rs. 7,67,168 /-	208
2013-14	Rs. 1,58,999/-	79	Rs. 2,38,155/-	205

Scheduled Tribes:

Academic year	Free ship Amount	No. of students	Scholarship Amount	No. of
		benefitted		students
				benefitted
2010-11	Rs. 66,547/-	23	Rs. 4,73,833/-	113
2011-12	Rs. 40,677/-	14	Rs. 9,19,257/-	173
2012-13	Rs.40,062/-	10	Rs. 14,08,009/-	234
2013-14	Rs. 69,882/-	25	Rs. 20,24,925/-	301

Nomadic Tribes:

Academic year	Free ship Amount	No. of students	Scholarship Amount	No. of
		benefitted		students
				benefitted
2010-11	Rs. 37,180/-	12	Rs. 1,90,680/-	44
2011-12	Rs. 70,670/-	18	Rs. 2,38,215/-	46
2012-13	Rs. 1,13,600/-	27	Rs. 2,96,680/-	52
2013-14	Rs. 1,19,540/-	27	Rs. 3,71,110/-	57

Other Backward Castes:

Academic year	Free ship Amount	No. of students	Scholarship Amount	
		benefitted		students
				benefitted
2010-11	Rs. 2,68,760/-	89	Rs. 11,69,563/-	412
2011-12	Rs. 2,05,097/-	60	Rs. 11,44,638/-	282
2012-13	Rs. 2,77,175/-	67	Rs. 15,16,795/-	375
2013-14	Rs. 2,51,165/-	57	Rs. 13,86,525/-	334

Special Backward Castes:

Academic year	Free ship Amount	No. of students benefitted	Scholarship Amount	No. of students
		benerited		benefitted
2010-11	Rs 27,220/-	08	Rs. 4,31,667/-	103
2011-12	Rs. 29,530/-	08	Rs. 3,50,385/-	79



2012-13	Rs. 44,635/-	11	Rs. 3,43,025/-	87
2013-14	Rs. 49,625/-	11	Rs. 3,67,045/-	91

Self-Financed Courses:

Scheduled Castes:

Academic year	Free ship Amount	No. of	Scholarship	No. of
		students	Amount	students
		benefitted		benefitted
2010-11	Rs. 8,78,410/-	53	Rs. 3,55,550/-	20
2011-12	Rs. 5,72,415/-	32	Rs. 7,70,950/-	33
2012-13	Rs. 7,22,345/-	42	Rs. 6,50,800 /-	36
2013-14	Rs. 4,87,280/-	29	Rs. 9,87,745/-	45

Scheduled Tribes:

Academic year	Free ship Amount	No. of	Scholarship	No. of
		students	Amount	students
		benefitted		benefitted
2010-11	Rs. 1,03,800/-	06	Rs. 96,250/-	06
2011-12	Rs. 1,05,890/-	06	Rs. 2,11,860/-	11
2012-13	Rs.1,23,965/-	07	Rs. 1,72,355/-	09
2013-14	Rs. 78,650/-	04	Rs. 1,02,470/-	04

Nomadic Tribes:

Academic year	Free ship Amount	No. of students benefitted	Scholarship Amount	No. of students benefitted
2010-11	Rs. 3,03,270/-	18	Rs. 1,87,335/-	11
2011-12	Rs. 65,695/-	04	Rs. 1,31,900/-	07
2012-13	Rs. 1,29,060/-	06	Rs. 2,04,985/-	09
2013-14	Rs. 95,365/-	05	Rs. 1,17,325/-	06

Other Backward Castes:

Academic year	Free ship Amount	No. of students	Scholarship	No. of students
		benefitted	Amount	benefitted
2010-11	Rs. 4,81,700/-	57	Rs. 6,65,595/-	64
2011-12	Rs. 4,55,298/-	20	Rs. 6,44,220/-	35
2012-13	Rs. 5,53,860/-	22	Rs. 7,65,305/-	33
2013-14	Rs. 1,43,130/-	06	Rs. 7,97,560/-	35

Special Backward Castes:

Academic year	Free ship Amount	No. of students benefitted	Scholarship Amount	No. of students benefitted
2010-11	Rs. 1,58,195/-	09	Rs. 1,50,305/-	09



2011-12	Rs. 35,135/-	02	Rs. 51,080/-	03
2012-13	Rs. 42,750/-	02	Rs. 98,250/-	03
2013-14	Rs. 35,995/-	02	Rs. 1,34,785/-	05

This financial aid has been received and disbursed on time.

Apart from this, the Management also gives the facility to pay fees in instalment to the needy students. All the financial aid is made available promptly through the Central Administrative Office.

5.1.3 What percentage of students receives financial assistance from state government, central government and other national agencies?

Around 40% of students received financial assistance from state government, central government and other national agencies in the academic year 2013-14.

5.1.4 What are the specific support services / facilities available for

- > Students from SC/ST, OBC and economically weaker sections
- > Students with physical disabilities
- > Overseas students
- > Students who participate in various competitions / National and International
- Medical assistance to students: health centre, health insurance, etc.
- Organizing coaching classes for competitive exams
- > Skill development (spoken English, computer literacy, etc.)
- > Support for "slow learners"
- > Exposures of students to other institution of higher learning /corporate/business house, etc.
- Publication of student magazines

> Students from SC/ST, OBC and economically weaker sections

Financial aid is made available for the students from SC/ ST/ OBC and economically weaker sections. Help is also rendered through SAF and Book Bank Scheme for these students. The Special Cell also caters to the needs of these students. Apart from this, the college also gives concession in fees and facility to pay in instalment to the needy students.

> Students with physical disabilities

Students who are physically disabled are provided with the facilities that are mentioned to be made available as per University guidelines. Apart from this, the college also gives concession in fees and has a facility for needy students to pay in instalments. Along with this, the classrooms of these students are arranged at convenient locations. The physically disabled students are also given preferential treatment in the library.



Overseas students

At present, the institution does not have any overseas student.

> Students who participate in various competitions / National and International events

Travelling allowance is given to the students to participate in various cultural and sports events at intercollegiate, university and State level. Arrangements are also made for refreshment during practice sessions.

Medical assistance to students: health centre, health insurance, etc.

Group Insurance Scheme for students has been introduced as per University rules. Rs. 20/- is collected from each student per year for a coverage of insurance upto Rs. 50, 000 /-. First Aid Kit is available in the College Office and Gymkhana. There is a doctor on call facility in times of emergency at the Primary Health Centre behind the campus.

Organizing coaching classes for competitive exams

Through Social Science Association and Department of Foundation Course, expert lectures are organized and guidance is also provided to students by Mr Arvind W. Ubale.

> Skill development (spoken English, computer literacy, etc.)

- ➤ The Department of English organizes class presentations and encourages students to review books to enhance the Spoken English skills among students.
- There is a provision for acquiring computer skills for the students in the curriculum of T.Y.B.Com., B.M.S. (in the Semesters I & II) and B.Com (B.&I.) (in the Semesters III and IV)
- ➤ Well equipped computer laboratories are available to the students.
- Depending upon the proficiency level of the students, computer facility is provided to the students in the library. Students use L.C.D. projector for class presentations in the Self-financed courses.
- Free internet facility is provided to staff and students in the staff room and library.

Support for "slow learners"

Slow learners are provided with Personal counseling, Remedial coaching, extra guidance, tests and assignments.



- > Exposures of students to other institution of higher learning /corporate/business house, etc.
 - Experts from industry and corporate houses are invited as guest speakers to interact with students.
 - > Students visit various business/ corporate houses for their projects.

> Publication of student magazines

- > The institution publishes *Vartakite* magazine annually
- > "Prerna" is a Wall paper published by Department of Marathi

Both these publications publish articles and research based papers of students.

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

"Entrepreneurship and invention are the backbone of new economy"---Jim Hunt

In lieu with this statement, the college makes efforts to facilitate entrepreneurial skills among the students.

Efforts:

- A module on entrepreneurial skills has been incorporated in the curriculum, in some of the Programmes (B.M.S., B.Sc. (I.T.), B.Sc.(C.S.) and B.Com.).
- ➤ Teachers encourage students to work on projects based on successful entrepreneurs so as to motivate them to develop entrepreneurial skill for self employment.
- > Study tours and industrial visits are organized for students wherever possible.

Impact:

These activities help in boosting self confidence of the students which further enhances the development of their entrepreneurial skills.

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, quiz competitions, debate and discussions, cultural activities, etc.

*additional academic support, flexibility in examinations

*special dietary requirements, sports uniform and materials

*any other



Students actively participate in different co-curricular and extra-curricular activities. The following policies and strategies are implemented by the institution to promote participation of the student in extracurricular and co-curricular activities:

The College has a Gymkhana Committee to encourage students in various sports activities. Students participate in various sports at intercollegiate, University, State, Zonal and National level competitions. The Cultural Committee has competitions in various cultural activities and the winners go on to participate in inter-collegiate, University, State and National level competitions.

The institution encourages students to participate in various activities through the following strategies:-

- > Identification of talents in the students.
- Enlisting students according to their area of interest.
- Creation of competitive spirit among students.
- Organization of training and practice sessions.
- > Shortlisting of students according to events
- > Team building
- ➤ Conduction of rigorous training and practice sessions
- > Deputation of students for various programmes at different centres
- ➤ Various lectures and competitions are conducted by different committees and associations
- Respective committees display information about the circulars regarding competitions held in different colleges or by social organizations.
- ➤ Preference for admissions for students excelling in sports and cultural activities.
- Availability of track suits, sports kits for sports and costumes, make up sets, musical instruments, for cultural events.
- Special training by coaches / directors.
- Lunch and breakfast facility during practice sessions and events.
- Academic support in the form of additional examinations.
- > Special guidance to make up for lectures missed during activities.
- First-aid to the students.
- The college provides daily allowance and conveyance charges during training sessions, tournaments and/or events.
- ➤ The outstanding performers are felicitated with Certificate of Merit and cash prizes at the Annual Day function.

5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR-NET,UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT/ Central / State services, Defence, Civil Services, etc.



Our library is well equipped with various books which help students to prepare for various competitive examinations. All teachers provide guidance to students as and when required for preparing for these competitive examinations.

5.1.8 What type of counselling services are made available to the students (academic, personal, career, psycho-social, etc.)

The faculty gives academic, personal, career and psycho-social counselling whenever a student requires it.

Academic counselling:

- ➤ One to one counselling
- ➤ Parent teacher meetings as and when thought necessary
- ➤ At class level, guidance of academic nature
- Arrangement of expert lectures on the topics within the subject
- ➤ Arrangement of expert lectures for examination guidance for T.Y.B.Com
- ➤ Regular test series for students of T.Y.B.Com. and T.Y.B.A. to gauge the level of their understanding, so as to prepare them for their final examinations
- Advice to students about the plan of study at the beginning of year by teachers
- > Suggestion of various reference books for different papers
- > Guidance for the preparation of the notes
- ➤ Discussion by the teachers in class about the nature of questions on the each topic of the subject concerned

Personal Counselling:

The teachers participate in personal counselling to a great extent. This is found necessary because large numbers of students are either from nearby villages or from the lower strata of society where such guidance cannot be availed from parents. Teachers from our college are always aware of this situation. The teachers help the students to solve their personal problems, if any, whenever approached.

Psycho-social counselling:

Prof. Dr. R. M. Kakade from Department of Psychology used to provide personal counselling to the students till his retirement in 2013. Severe psychological problems of the students were resolved by Dr. Poonam Surange, practicing psychiatrist, who is closely associated with the institution till recently. The college plans to restart these counseling sessions soon.

Career counselling:



Various career oriented guidance lectures are also conducted through Career Guidance Cell. Women Development Cell is also established and reconstituted every year as per the directives of University of Mumbai to deal with the problems encountered by female students and staff.

5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

Though the college does not have any structured mechanism for career guidance and placement, it does have a Career Guidance and Placement Cell which renders placement and career counselling service to the students.

- ➤ Members of the centre render guidance and suggestions to the students in formal and informal meetings.
- > The centre organizes lectures on career opportunities.
- > It invites companies for campus recruitment.
- The centre motivates students to opt for civil service examinations.
- > Students are recommended for job to different organizations.

5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years?

Though the college has a Students' Grievance Redressal Cell, there have not been any incidences of grievance reported to the Grievance Redressal Cell in the last four years. This is because issues, when they arise, are tackled with discretion by the Principal, Vice-Principals, the members of the Discipline Committee and the staff spontaneously.

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

Women Development Cell is established as per the directives of University of Mumbai. It is reconstituted every year. It functions as the guardian against sexual harassment of female staff and students. The constitution of Women Development Cell for the academic year 2014-15 is as follows:

WDC Constitution for the year 2014–15:

- Convener: Mrs. P. P. Kawali (Botany Department)
- > Teaching Staff Representative: Mrs. V. T. Bendale
- ➤ Non-Teaching Staff Representaative: Mrs. Ruchita Vanmali-Kawatwar
- ➤ Student Representative: Pranita Kulkarni, Arti Thakur



➤ Representative from NGO: Mrs. Madhuendre, Co-ordinator of "Disha", Borivali, Mumbai

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

Though there is a committee for anti-ragging, the college creates awareness about the issue among students by displaying the anti-ragging policy in prominent places in the campus and organizing seminars and talk with student and parent with the help of local police station. Until now, any case of ragging has not been encountered.

5.1.13 Enumerate the welfare schemes made available to the students by the institution.

The welfare schemes made available to the students by the institution are:

- Subsidized canteen facility is provided
- > Students are given easy access to computer and internet facility
- ➤ Railway and bus concessions are given to the students as per State Government norms
- ➤ Faculty members address and respond to all the academic and non-academic challenges of students
- In collaboration with the Union Bank, Ing Vyas Bank, Thane District Co-operative Bank, and the Bank of Maharashtra, the college issues Zero Balance Accounts to the staff as well as the students. It empowers students to transact through banks in the globalized world. It is also helpful to avail of an educational loan, if required
- > Free ships are given to the needy students.
- > Students can avail the benefit of Group insurance scheme to an extent of Rs. 50,000/-.

5.1.14 Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional, academic and infrastructure development?

The Alumni Association has been constituted, but it has not yet been registered. In the following activities of the college has received active participation and support of alumni:

Guidance for Examination to the in house student every year: -

- A series of lectures are organized especially for T.Y.B.A. and T.Y.B.Com. on Stress Management and Memory Development during the months of July and August.
- ➤ Interactive sessions on "How to appear for competitive examinations" are arranged



- Lecture on 'Stress Management and Acupressure for Youth'.
- ➤ A workshop on 'Participation and Performing in Street Plays' for the N.C.C. and N.S.S. students
- ➤ A lecture on 'Aids Awareness' was organized by N.S.S. in association with Humsafar Trust
- Ex-students of the college are appointed as directors for one-act-play, mime, skit etc. at various inter-collegiate competitions.

In 2012, a lecture was also organized by Alumni Association with the help of Swami Vivekanand Kendra, Vasai Centre, to create awareness among the students about 'The life and education and of the students in North East'.

Workshops:

At the District Level Workshop of N.S.S., a group of ex-students, viz., Mr. Amol Joshi, Mr. Atul Godse, Mr. Nagsen Sakpal, Mr. Santosh Pawar and Ms. Priti Sonar conducted a workshop on performance in the street play and also directed the students of various colleges for the same.

Script writing and direction for cultural events:

Since the past seven years, a number of ex-students have directed plays and written scripts for various theatre events, viz., Skit, Mime, One Act Play, Mono acting, for the college.

- Ex-student Mr. Manish Soparkar also directed a One-Act Play, which won the first prize in Mumbai University Youth Festival, 2013.
- ➤ Mr. Manish Soparkar directed Skit for the University Youth Festival. It won the Consolation prize at the Youth Festival, 2013.
- ➤ Mr. Manish Soparkar directed 'Skit' at University Youth Festival. It won the third prize in Mumbai University Youth Festival 2014.
- ➤ Mr Satish Patil has guided to the students for various singing competitions.
- ➤ Mr. Vijay Chavan and Alumnus Mr. Bhushan Patil choreograph the folk dance for University Youth Festival every year.

Social Activities:

Ex-students often help the college in flower decorations on various occasions like Independence Day, Republic Day, Career Fair, Annual Day and Prize Distribution Ceremony.

A practical session on meditation was organized for the staff members by the student members of the Alumni Association in 2013 and 2014 in the month of January.

Placement:



A lecture on "How to appear for an interview" and placement interviews were organized by our alumnus Mr. Vishwanath Biwalkar in the capacity as representative of Mafoi Management Consultants (An International Organization) in August 2011.

Many of our alumni who are presently working with banks, insurance companies and other organizations also provide us with information about the vacancies.

Other support:

Every year ex-students of N.C.C. guide the in house students for the preparation of Independence Day, Republic Day and Maharashtra Day. With their efforts, shoes were provided to the cadets.

5.2 Student Progression

5.2.1 Providing the percentage of students progressing to higher education or employments (for the last four batches) highlight the trends observed.

Student progression %

UG to PG - 25% approx.

PG to M.Phil - 0.3% PG to Ph.d - 0.1

Employed - campus selection – 1% approx Other than campus recruitment – data not available

5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the University)? Furnish programme-wise details in comparison with last of the previous performance of the same institution and that of the college of the affiliating university within the city/district.

Academic	Class	No. of	No. of	Pass	University
Year		Students	Students	Percentage	Pass
		Appeared	Passed		Pecentage
2009 - 2010	T.Y.B.A	348	259	74.42%	75.12%
	T.Y.B.Sc	153	114	74.50%	
	T.Y.B.Com	371	315	84.90%	63.67
	T.Y.BBI	57	50	66.66%	
	T.Y.B.M.S	58	52	81.39%	68.36
2010 - 2011	T.Y.B.A	338	264	67.12%	73.75



	T.Y.B.Sc	109	66	95.91%	56.88
	T.Y.B.Com	470	385	77.96%	62.96
	T.Y.BBI	60	57	78.10%	
	T.Y.BMS	60	58	60.55%	67.54
2011 - 2012	T.Y.B.A	394	304	81.91%	74.90
	T.Y.B.Sc	104	65	66.66%	
	T.Y.B.Com	375	345	65%	81.53
	T.Y.BBI	60	57	70.93%	
	T.Y.B.M.S	60	56	100%	68.46
2012 - 2013	T.Y.B.A	388	278	72.34%	76.05
	T.Y.B.Sc	132	67	77.15%	
	T.Y.B.Com	485	420	62.5%	81.13
	T.Y.BBI	60	57	92%	
	T.Y.B.M.S	60	57	51.85%	66.14
2013 - 2014	T.Y.B.A	275	190	80.64%	
	T.Y.B.Sc	147	98	66.66%	
	T.Y.B.Com	410	258	100%	
	T.Y.BBI	60	54	65.30%	
	T.Y.B.M.S	60	56	71.65%	75.65
L		1	1	1	1

5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?

Students who pass UG programmes are motivated to continue their post-graduation and other studies by their teachers. Approximately 25% of the students passing UG take up higher studies besides Post Graduation. Some of the students join their family business. Since Vasai is near Mumbai, India's financial capital, employment opportunities are ample, and so, most of the students seek employment there. The Career Guidance and Placement Cell plays a pivotal role in helping and guiding the students in pursuing higher education and even in seeking better employment opportunities.

5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

The following efforts are made to minimize dropout rate and failures and facilitate the students to complete the course:



- ➤ Additional coaching Personal guidance, remedial coaching, guidance lectures and question bank is provided to the students.
- ➤ Evaluation schemes Test Series for T.Y.B.Com. / B.A. is used as a means of evaluation of students and to test their knowledge. It also ensures practice before the actual examination.
- ➤ Financial help Student Aid Fund, Book Bank Facility, Fee concessions, payment of fees in installment are the facilities that are provided to students to reduce drop out over financial reason.
- ➤ Counseling Personal counseling, motivation, career counseling, meeting parents of weaker students or those who may need help, remedial coaching is given for different subjects.
- ➤ Attendance Regular attendance is taken for all the subjects separately. Defaulters' list is displayed on notice-board for some subjects every month and parents are called and counseled in case of serious defaulters.
- > During examinations we provide convenient room, writer and extra time to physically disabled students, as per the University rules and regulations.
- ➤ Admission In spite of lower percentage in the previous examination, rural students are given preference over admission, especially in the Arts discipline.

Since the Vasai has a rich cultural and educational heritage, students may change the stream of education and might even go for the distance mode of learning, but they do not dropout. Hence the dropout rate is almost negligible.

5.3 Student Participation and Activities

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and programme calendar.

A variety of indoor and outdoor sports facilities are made available to the students.

Indoor Games:-

- Table Tennis
- > Carrom
- > Chess
- **Badminton**



Outdoor Sports:-

- > Kabbadi
- Kho-Kho
- > Softball
- Cricket
- ➤ Volleyball
- > Tug of war

Cultural Activities:-

- ➤ One-Act Play
- > Skit
- ➤ Folk dance
- ➤ Mimicry
- ➤ Monoacting
- Script
- > Singing
- Clay Modelling
- > Painting
- > Cartooning
- > Rangoli
- ➤ Poster making
- > Spot photography
- > Easy writing
- > Debate
- > Story writing
- > Poetry and News reading
- Quiz

Sports:

Academic year	Event	No. of Students
2010-11	Athletics	4
	Cricket	6
	Wrestling	2
	Chess	4
	Carom	3
	Cross country	1
	Boxing	4
	Shooting	2
	Kabbadi	4
	Volley ball	3
	Badminton	2
	Kho-kho	3
2011-12	Athletics	5
	Cricket	4
	Wrestling	2
	Chess	4



	Carom	2
	Boxing	0
	Shooting	4
	Kabbadi	2
	Volley ball	4
	Badminton	3
	Kho-kho	2
2012-13	Athletics	5
	Cricket	4
	Wrestling	2
	Chess	4
	Carom	3
	Boxing	4
	Shooting	2
	Kabbadi	2
	Volley ball	3
	Badminton	2
	Kho-kho	2
2013-14	Athletics	4
	Cricket	6
	Wrestling	2
	Chess	4
	Carom	3
	Cross country	1
	Boxing	4
	Shooting	2
	Kabbadi	4
	Volley ball	3
	Badminton	2
	Kho-kho	3

Programme/ Participation calendar (2013-14):

	Event	Place	Dates
1	Inter-collegiate Table-tennis	Mumbai University	15 to 18 August
	competition	Sports Complex,	2013
		Mumbai	
2	Inter- collegiate Badminton	Mumbai University	2 to 5 September
	competition	Sports Complex,	2013
		Mumbai	
3	Inter-collegiate Football	N.A.	27 August 2013
	competition		
4	Inter-collegiate Cross-	Dr. N. Y. Tasgaonkar	30-31 August 2013
	country competition	Educational Complex,	
		Karjat	
5.	Inter-University Cricket	Azad Maidan, Mumbai	N.A.
	competition		
6.	Inter-collegiate Athletics	Somaiyya Vidyavihar	14 to 16 November
	competition	Sports Centre,	2013
		Vidyavihar, Mumbai	
7	Inter-collegiate Chess	N.A.	N.A.



	competition		
8	Inter-collegiate Boxing	N.A.	N.A.
	competition		
9	Inter-collegiate Shooting	Tolani College, Andheri,	3 to 6 September
	competition	Mumbai	2013
10	Inter-collegiate Carrom	K. J. Mittal College,	28-30 January
	competition	Malad, Mumbai	2013
11	Inter-collegiate Body-	G. M. Vedak College,	27 January 2013
	building competition	Talasari, Thane	
12	Inter-collegiate Kho-kho	Dr. Ambedkar College,	28 October 2013
	competition (men)	Wadala, Mumbai	
13	Inter-collegiate Kho-kho	Dr. Ambedkar College,	N.A.
	competition (women)	Wadala, Mumbai	

Cultural Activities:

Academic year	Cultural event	No. of students
2010-11	Folk dance	10
	One act play	3
	Mono Acting	1
	skit	5
	Rangoli	1
	Clay modeling	1
	Debate and elocution	1
	Mime	1
	Debate	1
2011-12	Folk dance	10
	One act play	3
	Mono Acting	1
	skit	5
	Rangoli	1
	Clay modeling	1
	Debate and elocution	1
	Mime	1
	Debate	1
2012-13	Folk dance	10
	One act play	3
	Mono Acting	1
	skit	4
	Rangoli	1
	Clay modeling	1
	Debate and elocution	1
	Mime	1
	Debate	1
2013-14	Folk dance	10
	One act play	2
	Mono Acting	1
	skit	5
	Rangoli	1
	Clay modeling	1



	Debate and elocution	1	
	Mime	1	

Programme/ Participation calendar (2013-14):

	Event	Place
1	Folk Dance	Abhinav College, Bhayandar
		Shankar Narayan College, Bhayandar
		Maharashtra Kamgar Kalyan, Andheri,
		Mumbai
		Maharashtra Kamgar Kalyan, Dadar,
		Mumbai
		Shrusti Kala Manch, Naigaon, Palghar
		Lokmat Dance Competition
		Elphinstone College, Churchgate, Mumbai
2	Rangoli Competition	Abhinav College, Bhayandar on behalf of
		Mumbai University
3	Speed painting	Mumbai University
	competition	
4	Collage competition	Mumbai University
5	Mono-acting competition	Mumbai University Youth Festival,
		Ideal Foundation
		Dadar Ekankika Competition, Amar Hind
		Mandal
6	Elocution competition	"Swacchata Mitra" organized by
		Government of Maharashtra at the district
		level,
		Mumbai University Youth Festival
7	Solo singing competition	Mumbai University Youth Festival
8	Skit competition	Mumbai University Youth Festival
9.	One-act play competition	Mumbai University Youth Festival

Other Extra Curricular activites:-

➢ Genesis:

The **Department of Banking and Insurance** along with the **Department Of Management Studies** conduct a two day event "**Genesis**" that allows students from all courses and all streams of the college to participate in the various social and cultural activities. There is overwhelming response from students year after year. This inspires and motivates students to pursue their talent and improve on it.



> Integrity:

Every year the college organizes an Annual Gathering during the month of December. In addition to this, the **Department of Information Technology** and Computer Science hold a three day Inter Collegiate fest "Integrity" in an innovative way. As the name itself suggests it brings the students together and work for a common goal. The fest creates a very amicable atmosphere. Students from distant and neighbouring colleges participate in the three day activity that includes Cultural, Technical and Sport events. This provides a platform for students to exhibit their talent and also gives them an opportunity to share and exchange their experiences with students from other colleges. Faculty members are invited to judge the performance of the students participating in various events. The key aspect of this event is that every year a Social Theme is selected and the entire event is based on that theme such as "Go Green", "Sexual Harassment", "Tribute to Jawans" to mention a few. Each year the number of participating colleges is increasing since its inception in 2009. As a outcome of this Event students sharpen their individual skill, learn to work as a Team, Improve their soft skill, and prepare themselves to face and experience a healthy competitive environment. A large number of students participate in all of the above mentioned sports and cultural events.



5.3.2 Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

Sports Activities (2013-14):

	Event		Dates	Position acquir	ed	Student Achievers
1	Inter-collegiate	Table-tennis	15 to 18 August	Reached the	Third	Rahul Irkar was chosen as Student Leader at the State level and
	competition		2013	round		National level competitions.
2	Inter-collegiate	Badminton	2 to 5 September	Reached pre-	quarter-	Nitish Patil, Swadeep Urankar, Dinesh Sharma, Abhishek Shetty,
	competition		2013	final round		Dishit Shetty, Priya Vanmali, Sonali Salian were the participants
3	Inter-collegiate	Football	27 August 2013	Reached the	fourth	Ashish Kundan, Ankit Tiwari, Dhawal Pawar, Anmol Disa, Adir
	competition			round		Idaulat, Chiranjeevi Shetty, Saumen Roy, Chairat Anchan, Akshay
						Sule, Prithviraj Shetty, Shriraj Nair, Nishant Lopez, Ronit
						Chakravarty, Adarsh Marar, Kaushal Mishra, Faizan Shaikh,
						Valencio D'souza and Shubham D'costa were our footballers.
4	Inter-collegiate	Cross-country	30-31 August	Completed the	12,000	Among the boys were Jignesh Patel, Sachin Padvale, Manoj Dhangar,
	competition		2013	m. Race		Geeten Solanki, Zuber Khan, Rahul Jadhav, Amit Kamat, Robin
						Rameshan, Yogesh Lokhande, Akshay Shetye, Suresh Gharat and
						among the girls were Divya Padvi, Pooja Arote.
5.	Inter-collegiate	Cricket	N.A.	Reached the	fourth	Jatin Gharat, Aniket Juvekar, Chetan Gharat, Tanay Nijai, Akshay
	competition			round		Naik, Vaibhav Gharat, Akshay Shelar, Aniket Pawar, Swapnil
						Gamare, Chinmay Abhyankar, Durgesh Mahant, Mihir Rane, Mayur
						Kini, Robin Rameshan, Prateek Mhatre, Jaideep Patil were members of our cricket team.
6	Inter collegiate	A thlatics	14 to 16			
6.	Inter-collegiate	Athletics	14 to 16 November 2013			Swapnil Mankar, Chetan Bhoir, Rohit Bhoir and Rohan Rewali received the Silver Medal in 4X100 relay
	competition		NOVEHIUEI 2013			Darshan Mhatre took the third place in 400 m. Semi-final
						Divya Padvi received the Bronze Medal in 10,000 m. Run and took
						the third place in 21,000 m. Run.
7	Inter-collegiate	Chess	N.A.	Reached the	Zonal	
/	mici-conegiate	CHESS	1 V. / L.	reaction tile	Lonai	iviciviii Cardoza sciected for individual level



	competition		level	Shweta Tiwari selected for individual level
8	Inter-collegiate Boxing competition	N.A.		Priyanka Mhatre received the Gold Medal at the University level and represented the university at the Inter-University Boxing Championship for women 2013-14 at Benaras Hindu University (7 to 12 January 2014). Swapnil Patil secured third place and received the Bronze Medal at the University level Swapnali Patil secured third place and received the Bronze Medal at the University level
9	Inter-collegiate Shooting competition	3 to 6 September 2013		At the University level team event, our college received Gold Medal. Our team was selected for the Inter-University Punjab University Championship (men) at Chandigarh. Haresh Kamble won the individual Bronze Medal
10	Inter-collegiate Carrom competition	28-30 January 2013		Altaf Sheikh and Shrikant Surve reached the fourth round of individual events at inter-collegiate level Altaf Sheikh and Shrikant Surve and Mihir Rane and Suraj Devlekar reached the third round of the doubles events. Altaf Sheikh received first prize at inter-collegiate level events held by the University at Ishmael Yusuf College, Jogeshwari Altaf Sheikh and Shrikant Surve received the first prize at events held in K. J. Mittal College. At "Integrity" our college inter-collegiate fest, Altaf Sheikh bagged the second prize for individual events and he with Shrikant Surve got the second prize in the doubles.
11	Inter-collegiate Body-building competition	27 January 2013		Lolge Satyavan stood seventh in the Best Physique award in the 70-75 kg. level.
12	Inter-collegiate Kho-kho competition (men)	28 October 2013	Reached the fourth round and was selected for the Zonals	Vikrant Meher, Swapnil Chauhan, Darshan Mhatre, Sagar Ghayal, Prashant Bhoir, Chetan Bhoir, Azad Patil, Suraj Devlekar, Pranay Vane, Pratik Gamare, Vishal Naik were in the team.
13	Inter-collegiate Kho-kho	N.A.	Reached the third	Pooja Kudu, Manisha Suryavanshi, Diksha Gharat, Monika Thakur,



competition (women)	round	Dipika Tokare, Priti Kini, Sejal Vichare, Divya Padvi, Shraddha
		Ghadi, Krutika Gawali, Manisha Bande, Priyanka Suryavanshi were
		in the team.

Cultural Activities (2013-14):

	Event	Place	Achievements	Names of Participants
1	Folk Dance	• Abhinav College, Bhayandar	Second in the first round	Praveen Bhoir, Sandesh Patil, Sandesh Sakpal, Swapneel
		 Mumbai University, Churchgate 	Third in final round	Tambe, Prashant Bhoir, Kamini Meher, Narmada Vadhe, Neeta
		Shankar Narayan College, Bhayandar	First in first round	Girane, Naina Chougule, Rohini Vaity, Archana Patel, Manish
		 Maharashtra Kamgar Kalyan, Andheri, 	Second in the competition	Mhatre, Anjali Ajayan.
		 Mumbai Maharashtra Kamgar Kalyan, Dadar, 	First in the competition	
		Mumbai • Shrusti Kala Manch,	Second in the competition	
		Naigaon, Palghar • Lokmat Dance	First in the competition	
		Competition • Elphinstone College,	First in the competition	
		Churchgate, Mumbai		
2	Rangoli Competition	• Abhinav College,	First	Pranit Bhoir



		Bhayandar (Eliminaiton Round on behalf of Mumbai		
		University • Mumbai University Final Round	Second	
3	Speed painting competition	Mumbai University	First in first round	Pranit Bhoir
4	Collage competition	Mumbai University	First in the competition; selected to represent University at the National level	Pranit Bhoir
5	Mono-acting competition	 Mumbai University Youth Festival, Ideal Foundation Dadar Ekankika Competition, Amar Hind Mandal 	Excellent performance Consolation First prize Excellent actress	Bharat Shirsat Neha Kini Bharat Shirsat Neha Kini
6	Elocution competition	 "Swacchata Mitra" organized by Government of Maharashtra at the district level, Mumbai University Youth Festival 	First & Second Second prize in first round	Pranita Kulkarni & Shyam Raut Pranita Kulkarni
7	Solo singing competition	Mumbai University Youth Festival	Third	Pooja Rasal
8	Skit competition	Mumbai University Youth	First in first round	Bharat Shirsat, Neha Kini,



		Festival			Second in final round	Sameer Kokare, Shyam Raut,
9.	One-act play competition	Mumbai	University	Youth	Third in first round	Prashant Bansode, Roshan
		Festival				Gharat, Pooja Jadhav, Rachel
						Velekar, Sudesh Kamble,
						Harshad Satave, Shubha
						Acharya, Sachin Gadagi, Rakesh
						Patil



5.3.3. How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

Informal feedback is obtained from the employers through the Alumni Associations and this is utilized to improve the performance and quality of the institutional provisions.

5.3.4 How does the college involve and encourage students to publish material like catalogues, wall magazines, college magazines and other material? List the publication / materials brought out by the student during the previous academic session.

The college publishes an annual magazine called *Vartakite* to encourage literary qualities amongst students.

- ➤ The Magazine Committee and student members encourage students to contribute articles, stories, poems, write-ups, etc. They keep on motivating students through written notices, organizing essay competitions etc. Oral information is also provided regularly.
- > Students are encouraged to prepare articles by providing library facilities. Travelling allowance is given for visiting other libraries like the Mumbai Marathi Granth Sangrahalaya.
- > Students are sometimes given topics by teachers and guided to write articles for magazines and departmental publications.
- > Students also actively participate in the publication of the Marathi wall magazine *Prerna* published every month.

5.3.5 Does the college have a student council or any similar body? Give details on its selection, constitution, activities and funding.

1. Students' Council:

The College has a Students' Council. This is a statutory body constituted in the college as per the University Act after receiving the 100 notification from the University. Generally it is constituted in the month of July or August every year and includes the following students as members:

Chairperson: Prof. P.M. Pagare

Sr.No.	No. of	Student	Representing
	persons		
1	One	Student representative	Cultural
2	One	Student representative	N.S.S.
3	One	Student representative	N.C.C.
4	One	Student representative	Gymkhana



6	Others	Toppers from pervious
		academic years

> Selection:

Toppers from each class and one representative from each of the above-mentioned category, nominated by the teacher in-charge are selected for Students' Council.

2. Class Cabinet:

For smooth functioning of the institution with large classes, a Class Cabinet is also formed at the T.Y.B.Com. level. Student members from each class are selected through class teacher for class cabinet, which then helps in maintaining discipline and assist in maintaining attendance records of their classes. This helps develop in them organizational skills.

Funding:

The funding for the activities of the Students' Council is provided by the college. The Principal and faculty members guide the Students' Council and Class Cabinet for the smooth functioning in various events and activities.

- ➤ **Activities:** The following activities are conducted with the help of the Students' Council and Class Cabinet members:
 - ➤ Monitoring of completion of syllabus
 - ➤ Participation in "Indradhanush" festival and "Malhar" festival organized by H.R. College and Sydenham College respectively
 - Celebration of days such as Rose Day, Friendship Day
 - Organizing Inter-collegiate competitions
 - > Participation in the departmental study tour
 - Organizing various association programmes
 - Participation as volunteers in inter-collegiate competitions and conferences, workshops, career fairs, Prize Distribution Ceremony organized by the college
 - > Celebration of Teachers' Day and Guru Poornima
 - > Organization of sports events
 - > Organization of "Integrity" and "Genesis", college festivals
 - Monitoring record of topic covered in each lecture.

5.3.6 Give details of various academic and administrative bodies that have student representative on them.

The institution has formed various Academic Committees/ Associations. These Committees/ Associations work with the student representatives. These Committees/Associations consist of faculty members who choose a group of



students to act as representatives for steering the activities conducted under the banner of the Committees/Associations. The representatives perform various tasks such as making announcement in the class to encourage the students for participation in various events, collecting names of the students from the class for the particular activity, programme planning, stage arrangement, compering, organizing the events. Each of these academic bodies tries to strengthen huge student participation. Only Students' Council is a statutory committee.

For the smooth and sound conduct of various activities of the college, the following committees are formed at the college level:

- > Students' council
- Class Cabinet
- > Commerce Association
- **Economics Association**
- > Integrity
- > Marathi Vangamaya Mandal

Student representatives are appointed on all these committees.

Apart from this students are also involved in organization of seminars and conferences organized by their respective departments.

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution?

Through the Alumni Association, the college has established a good rapport with the graduates of the institution. They conduct various programmes for students' progression and their overall development. The institution also maintains a good network with its former faculties. The alumni are invited for guest lectures, and to participate in workshops, seminars and conferences. Those alumni working in nearby colleges come as moderators of examination papers. The Principal obtains feedback from them for the development of the institution.



CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

Our vision and mission:

- To provide affordable quality higher education to all students of Vasai and adjoining tribal areas. 50% stakeholders are from socially underprivileged communities.
- To promote higher education of girls. 60% of our students are girls.
- Instill self-confidence in students of this region through N.S.S., N.C.C., sports and cultural programmes
- Create social awareness in students regarding inequalities created by social and economic factors.

Our college is the only government-aided non-minority college in an area covering six suburbs in the western region of Thane district and therefore, attracts a large number of students from socially and economically backward communities. From its inception, the college has always opened its doors for these students. It has kept up the tradition of giving preference to girls. Even today, 60% of our students are girls. The college also strictly adheres to government policy on reservation. Admissions are based only on merit.

The college began as a centre for three faculties, the Arts, Commerce and Science. Over the years, it has expanded and added a number of courses and is growing even more with postgraduate courses and research centres on the anvil.

6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

The management tries to implement good governance with Principal as the via-media between faculties. For stakeholders to receive quality service, the management strives to imbibe organizational values into the faculty. They also try to improve capacity and capability of the faculty by allowing them to enrol for courses to improve their qualifications, to attend workshops and seminars.

6.1.3 What is the involvement of the leadership in ensuring:

- the policy statements and action plans for fulfillment of the stated mission
- formulation of action plans for all operations and incorporation of the same into the institutional strategic plan
- Interaction with stakeholders



- Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders
- Reinforcing the culture of excellence
- Champion organizational change

The Management encourages, motivates and facilitates faculty and students to attain the goal or the mission of the management. Under the leadership of the Principal, various committees chalk out action plans of their respective parts.

There is a Students' Council, Cultural Committee, Sports Committee and a Science Association consisting of student representatives and faculty. These groups interact with the management through the Principal. Meetings of various committees are held at regular intervals to discuss organization and outcome of activities planned. Stakeholders interact in this meeting through their representatives. These meetings provide inputs and lead to consultation with stakeholders.

The college encourages students to attend University/State/National level competitions. It encourages faculty to carry out projects and research in their respective fields.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

The college is affiliated to the University of Mumbai and adheres strictly to University norms and implements these at every stage. For this, various committees are constituted which meet at regular intervals. The follow-ups are taken seriously where any shortcomings are observed.

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

The faculty is encouraged to carry out minor and major research projects, Ph. D. work, attend workshops and seminars. Duty leave is sanctioned wherever admissible. Financial support is provided if required.

6.1.6 How does the college groom leadership at various levels?

The faculty organizes seminars, group discussions and study trips for the benefit of the students. Student representation in various committees helps hone leadership skills in students. The faculty is allowed to attend Refresher Course trainings periodically.

6.1.7 How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?

The Time-Table Committee makes a general master time-table which is given to the Heads of Department. The Heads then distribute the workload in



consultation with the members of the department. There is no interference from the authorities in departmental matters.

As per University mandate, various committees like Examination Committee, Admission Committee, Library Committee, Purchase Committee, Cultural Committee, the N.S.S., N.C.C. and such other are constituted. These committees have operational autonomy.

There is also an Unfair Means Committee which looks into complaints of unfair practices. There is also the Women Grievance Redressal Cell which looks into grievances of lady staff members and stakeholder students.

6.1.8 Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.

The college promotes a culture of participative management. We have a Local Management Committee (L.M.C.) which meets at least twice a year at the end of each semester. This committee consists of members from both teaching and non-teaching faculty, the Principal and members of the management. This committee discusses about problems faced by faculty, students, the maintenance of college building, furniture and all other matters concerning the college.

The Purchase Committee consists of teaching faculty along with Heads of Departments who have purchase requirements, Principal and management members. This committee sets aside the quanta for each department and also negotiates with vendors. The Library Committee consists of some members of the teaching faculty, the Librarian and Principal. Apart from the purchase of books, this committee also frames rules for library usage.

6.2 Strategy Development and Deployment

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

Yes, the institution possesses all officially declared quality policies by way of its vision and mission. It was evolved by the founding fathers of the institution after having several rounds of brain storming sessions with diverse sections of stakeholders. By virtue of this policy, the institution attempts to produce a very good quality and innovative teaching-learning environment. As part of its academic mission, the institution ceaselessly strives to offer the students jobrelated skilfulness, develop a critical thinking, imbibe a positive attitude and cultivate an amiable disposition by means of curricular and extra co-curricular and extension activities. Besides, the Quality Policy of the institution is well publicized on the college webpage. Again, the various teaching faculties take pleasure in allocation of a convenient Time-Table, application of teaching methodology, delivering P.G. lectures and other lectures (invites), if any.

However, all activities are reviewed at the institutional level meetings, i.e., at the teaching staff meetings and finally by the Management and in case any



work goes against the institution's prescribed standard, required changes are promptly made. Such issues as purchases and different types of administrative sanctions, decisions are ultimately made by the Principal and the Management.

6.2.2 Does the Institution have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

Yes, the institution is perpetually keen on its development in terms of quality. It has got a long-term prospective plan for its expansion. Some of the well-executed decisions are as follows:

- (a) Construction of new building catering to the multiple needs of the institution.
- (b) Renovation of staff common room and college office.
- (c) Well equipped independent Examination Chamber with internet facilities
- (d) Wi-Fi enabled staff common room.
- (e) Installations of the CCTV cameras in every nook and corner of the college.
- (f) Introduction of M.Sc. Computer Science and Information Technology
- (g) Self-financed programmes have been introduced such as B.M.S., B.B.I., and Bio-Technology.
- (g) M.A. and M. Com courses were started in various subjects.
- (i) Research centres for pursuing M. Phil, Ph.D. Programmes were opened in the subjects of Zoology and Economics.
- (j) Well equipped computerized library.

Apart from the above, the prospective plan covers:

- (a) Prioritize P.G. teaching in many disciplines
- (b) Initiate liaison with local industry.
- (c) Introduction of market related P.G. diploma courses.

6.2.3 Describe the internal organizational structure and decision making processes.

In the internal organizational structure, the Principal is at the top in the hierarchy. Besides this, the two Vice-Principals contribute their mite to various decisions, participate in the administrative duties and assist the Principal in the appropriated functioning of the institution.

Under the Maharashtra University Act, 1994 the Local Management Committee functions with the Principal. Three teachers' representatives and one representative of the non- teaching staff form the L.M.C.. The L.M.C. happens to be a significant decision-making body of the institution since the college budget is discussed and passed by this committee.

At the further rung of administration, there are Heads of Departments and Coordinator for the self-financed courses as also the Registrar of the college.



They make decisions on the day to day basis concerning their departments/ office assignments along the line of institutional set up.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

- Teaching & Learning
- Research & Development
- Community engagement
- Human resource management
- Industry interaction

The college Management believes in maintaining all intellectually robust faculty. In pursuance of this policy, the following tools and techniques are applied by the institution as part of quality improvement strategies:

> Teaching and Learning:

- (a) Use of ICT facilities.
- (b) Innovative approaches to teaching-learning by way of conduction of mock courts, visits to court, museums, libraries, educational and historical trips to various parts of the country and giving some case-studies.
- (c) Avail online tools, E-Books and E-Journals via INFLIBNET.
- (d) Utilize computers with high speed internet facility available in the library.

> Research and Development:

The IQAC of the institution has been instrumental in encouraging research activity amongst the faculty members. Such motivation includes pursuing M. Phil,/ Ph.D. as well as applying for various research projects. This activation has produced desired results since considerable number of teachers hold M. Phil. and Ph.D. research degrees today. And others have energetically applied for UGC Minor and Major Projects.

Besides this, there is also a Research Committee in operation to provide guidance and enhance the quality of research. Teachers of all faculties are encouraged to participate in Research Methodology workshops, seminars and conferences at the local, national and international level. They are granted Duty Leave to attend the programme and paid all the admissible expenses incurred during the events.

Community Engagement:

There are many Outreach and Extension activities engaged in by the institution. The N.S.S., N.C.C. and Gymkhana units as also Extension Cell of the college conduct several programmes like annual blood donation camps, clean and green campus, Aids awareness day, misuse of plastic and such other topics. At the grassroot level, the N.S.S. unit identifies the villages during their camp and interacts with the common public on various issues such as rights of women and tribals, littering, harmful effects of smoking, traffic rules, global warming and dowry system.



Similarly, the Women Development Cell is involved in community engagement programmes. It primarily relates to the welfare of the women.

> Human Resource Management:

- (a) Faculties pursuing their research like M.Phil/ Ph. D. are sanctioned leave under the provisions of Faculty Improvement Plan and sabbatical leave.
- (b) Non-teaching staff are granted Duty Leave for completing MS-CIT, a recognized computer course for the professional development. The institution provides need based facilities and incentives to all the employees.
- (c) A Complaint Box is installed in the vicinity of the office complex and any complaint (in case received) is promptly addressed.

Industry Interaction:

The institution permits industrial visits for both aided and self- financed courses on an annual basis wherein students get acquainted with the various internships and other programmers of industrial sectors. During the visit, experts are invited to speak with the students and give them further guidance about the recruitments and job possibilities of graduate students in different industrial fields.

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

The college Principal, being the apex authority, provides the information collected by means of various sources. Factually, the information gathered by the Principal comprises self-appraisal forms, staff attendance of various meetings, leave records, annual budgets and account related matters, annual college magazine, students' attendance records, daily attendance of teaching and non-teaching staff in the nature of college Muster Roll. Moreover, the records of exclusive meetings between the Principal and Heads of Departments and Chairpersons/Conveners of many committees, Minutes of the Local Management Committee meetings remains available with the Principal to examine and review the organizational performance by the Management.

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

In order to encourage and support involvement of the staff, the Management cultivates a culture of participative management. It leads to staff empowerment. This approach further leads to effectiveness and efficiency of the institutional processes. In addition to this, regular staff meetings are convened at the beginning of the every academic year and at the end of the academic term. Further meetings are also held, depending on the need of the



hour. Recently, a Grievance Cell has been formed which looks into the grievances of the staff and students.

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

The following resolutions were made by the management regarding various academic expansions activities.

Sr.	Nature of Resolution	Status of		
No.		Implementation		
1	Salary Hike of Teachers			
	working in self-financing	Implemented		
	courses.			
2	Appointment of Post			
	Graduate Teacher/	Implemented		
	Technical and	Implemented		
	infrastructure feasibility			
3	Opening Research centre	In the Process of		
	in the subject of	111 0110 1100000 01		
	Mathematics	Implementation		

6.2.8 Does the affiliating university make a provision according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

Though the University has a provision of according the status of autonomy to the college, the college does not wish to obtain autonomy and so, has not applied for the same.

6.2.9 How does the Institution ensure that grievances/ complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder relationship?

- (a) The institution has a grievance cell which has a co-ordinator and other members. The cell addresses grievances of the teaching/ non-teaching staff and students.
- (b) Women's Grievance Redressal Cell of the institution has been set up to take care of the problems and difficulties of women faculty members and girl students.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institution? Provide details on the issues and decisions of the courts on these?

A court case relating to the matter of retirement benefits was filed by Shri S. B. Patil before the High Court of Bombay. Here, the institution was a party merely on technical grounds. The actual issue involved in the dispute related to the negligence by the Joint-Director of Higher Education Mumbai region.



Now the matter is settled in favour of the employee. Hence, at the moment, there are no cases against the college in any court of law.

6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

Yes, currently students' feedback about the teachers is obtained through Heads of the Departments of various subjects. A drawback of the teacher, if any, is dealt with at personal and department level only and the same is communicated to the Principal by the Heads of Departments. However, introduction of a structured feedback system is under planning.

6.3 Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?

- a) Teachers are granted Duty Leave/ special leave and financial assistance to participate and present their research papers at various national, international seminars/ conferences/ workshops and training programmes.
- b) Faculty members are permitted to participate in Orientation/ Refresher courses on time.
- c) Teachers are encouraged to submit research proposals to funding agencies like UGC/ ICSSR in the form of Minor/ Major research projects.
- d) Faculties are also motivated to become members/ life members of different reputed professional bodies.
- e) Non-teaching staff are allowed to undergo MS-CIT, a recognized computer course and other courses of ICT. They are sanctioned Duty Leave for completing the programmes.
- f) Teachers are also encouraged to participate as resource persons in workshops and conferences organized by the institutions of repute.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

a) In order to sharpen leadership skills, all faculty members are motivated to join different committees and cells. Teachers with a lot of potential are assigned the responsibility of Chairpersons of various committees. Currently, a fine blend of experienced and younger Teachers assist in sharing of ideas during the deliberations of meetings. The senior teachers encourage the younger teachers to finally take up the ongoing work in due course of time. The other necessary measures to ensure faculty empowerment include permitting the teachers to participate in the capacity building programmes organized by the UGC Academic Staff College, the ICSSR and other academic bodies.



b) The non-teaching staff have been assigned responsibility in accordance with their skills and they are motivated to improve their educational qualification for the purpose of higher grade.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

- a) During the operation of the Fifth Pay Commission, the teachers used to fill only the Self-appraisal Forms. However, with the implementation of Sixth Pay Commission, Performance Based Appraisal System Forms are circulated in the staff common room amongst all the teachers with a request to fill up and return the same to their respective Heads of Departments and finally sent to the Principal. Such PBAS forms are utilized for promotion of teachers under the Career Advancement Scheme (CAS). In case a teacher does not possess the required API, he or she is advised to ensure an improvement.
- b) Similarly if a teacher happens to the deficient in Orientation or Refresher Course/ Short Term Course, he or she is encouraged to complete the same quickly.
- c) Teachers fulfilling all norms laid down by the UGC are placed in their respective grades through a Screening cum-Evaluation Committee which makes a review of each case and thereafter recommendations are forwarded to the University and subsequently to the office of the Joint Director, Higher Education.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

At the moment, the institution works on unstructured method of Performance Appraisal Reports. It is done by holding open dialogue with the students. It supports the college in understanding the students' expectations and initiate remedial measures, such as teachers having language deficiency are advised to undergo soft skill training programmes. Again, prompting the faculty to engage in research is considered as necessary mechanism for faculty improvement. With a view to give know-how in research, the faculty members are allowed to attend Refresher Methodology courses organized by the UGC Academic Staff Colleges or the ICSSR and other reputed academic agencies.

6.3.5 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

- a) Uniforms to Class IV employees
- b) Provident Fund deduction of all staff including unaided sectors.
- c) Allowing payment of advance by the Management to teaching and non-teaching staff by way of "Advanced Salary" in the event of delay in disbursement of Government Salary.



d) Leniency towards employee's family members of Class IV, who have retired from service.

There are several welfare schemes available for the teaching and non-teaching staff and students. The staff can avail of an Emergency Advance Payment which is then deducted interest-free from their salary later. Newly recruited staff is given advance payment till their approval or till their regular salary starts. The staff can avail of Advance Leave Travel Concession. There is also a Staff Welfare Fund, a fund that our founder, Annasaheb Vartak created, under which a non-teaching staff member can ask for funds, which he or she may require during times of difficulty and which are non-refundable. Fortunately, no one has applied for it so far.

For the students, as per University norms, there is a Group Insurance Scheme with the New India Insurance Company.

6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

The institution enjoys a reputation for teaching and discipline in the northern suburb of Mumbai. Consequently, it is attracting superannuated teachers to take up teaching assignments. However, the financial condition of the college does not permit to pay them pre-retirement pay scales. Even though the faculty members accept the offer, such appointments are in the nature of Clock Hour Basis.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

The institution requires a proper logical blend of all resources for effective and efficient conduct of any activity, even if it is a Financial Resource Management.

The institutional mechanism to monitor effective and efficient use of Financial Resources is as follows:

- a) Every year college prepares Annual Budget and it is submitted to the L.M.C. for approval and recommendation.
- b) Monthly salaries/ arrears bill statements are maintained in a orderly manner for obtaining receipts of payment from the teaching and non-teaching staff.
- c) Separate files are preserved for UGC Grants approval letter.
- d) Salaries, Scholarship and other funds are directly transferred to the bank account of teachers and students respectively to avoid huge cash management.
- e) Most of the payments are made through cheques.
- f) Advance payments for any work are avoided by college and payments are made only after completion of work.



- g) All departmental bills are verified by Heads of Departments, the Office Superintendent and Principal before going for clearance.
- h) For any work quotations are invited from the vendor and prices are compared before actual allotment of work.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

The Finance and Accounts of the College are regularly audited by Internal Auditor, M/s. R.G. Divekar and External Audit is done by a Statutory Auditor appointed by the management, M/s M.R. Padhye & Co..

The last audit was done for the year 2013-14.

There were no major audit objections.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

The Grant in Aid from State Government, UGC grants and fees received from students are the major sources of income. No corpus or other funds are available with the college.

Audited Income and Expenditure Statement of academic & administrative activities of the previous four years

	administrative activities of the previous four years				
Sr.	Types of	2013-14	2012-13	2011-12	2010- 11
No.	support				
1.	Students	2335800	1938400	1441120	1532000
	Tuition Fees				
2.	Scholarship	780105	42910	101994	82455
	Grant (Govt.				
	External)				
3.	Research Grant		306400		
	from UGC				
	(Marathi)				
4.	Salary Grant	109932553	65640748	60093692	52542679
	from Govt.				
5.	UGC funding	300000	2000000	640000	
	towards	(IQAC)	(Addl.Asst.)	(DUP)	
	Development,				
	Merged	840000	668750		
	Scheme,	(DUP)	(Merged		
	IQAC,		Scheme)		
	Additional				
	Assistance				

6.4.4 Give details on the efforts made by the institution in securing



additional funding and the utilization of the same (if any).

The institution has obtained additional funding from UGC under XI & XII plans. The college has received various funds towards development, additional assistance, Merged Scheme (14 Schemes) & IQAC.

- 6.5 Internal Quality Assurance System (IQAS)
- **6.5.1** Internal Quality Assurance Cell(IQAC)
 - a. Has the institution established an Internal Quality Assurance Cell (IQAC)? If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

Yes, the IQAC is in function since 14 July 2004. The college has the policy to provide quality education to deserving students irrespective of their adverse economic and social background.

We adopt an open door policy as a functional mechanism between the management, Principal, students, parents and other stakeholders, which has resulted in improved infrastructure, Teaching-Learning process, the academic performance of students and students' achievements in sports, cultural, N.S.S. & N.C.C..

b. How many decisions of the IQAC have been approved by the management/authorities for implementation and how many of them were actually implemented?

Almost all the proposals of IQAC have been accepted and implemented by the Management/Authority with the help of other stakeholders. The proposals are forwarded through the L.M.C..

c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

No, the college does not have external members on its committee.

d. How do students and alumni contribute to the effective functioning of the IQAC?

In our College, there is a good harmony among students, alumni, teachers and the Principal, that enables us to make each programme effective and successful. The various suggestions of the alumni and students are positively welcomed and discussed by IQAC Committee.

e. How does the IQAC communicate and engage staff from different constituents of the institution?

Many IQAC members are Heads of Departments and Members of different



committees in college. In this way, it has widened the scope of the IQAC. IQAC jointly holds meetings with the Principal, Heads of Departments, the Librarian, the L.M.C. and student representatives. The other modes of communication are

- The Students' Notice Board
- Yearly college magazines
- Through college website
- College prospectus
- Staff Notice Board

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalisation.

Yes, the college has a team of Principal, Vice-Principals and IQAC, which provides a framework for quality assurance of academic activities and also monitor and supervise administrative activities. Besides, the Registrar keeps tabs on the regular functioning and quality of the administrative office.

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.

Yes, the college provides training to its teaching and non-teaching staff for successful implementation of quality assurance.

- INFLIBNET: Training provided on access of INFLIBNET (N-LIST)
- WORKSHOP –
- (a) Workshop organised by college for preparation of Re-accreditation.
- (b) Workshop on Credit based Grading System at University level.

The college encourages the non-teaching staff to attend workshop or any other training programme as a part of Human Resources Development (HRD)

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

No, the college has not so far done academic audit. But the college is looking forward to it. The college is not in collaboration with any external institution for academic audit.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

The college has not yet aligned with the requirements of any external agency.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure,



methodologies of operations and outcome?

Direct Interaction and open door policy with the students are used to evaluate Teaching —learning process.

Methodology:- Internal assessment, Attendance, Subject wise, syllabus completion.

Outcome:- Improved quality is reflected in results of the college.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

The communication takes place through

- ➤ College Annual Magazine (*Vartakite*)
- > Newspaper
- ➤ Notice Board (students and staff)
- > College website (www.avc.ac.in)
- > Staff meetings and meetings with other stakeholders.



CRITERIA VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Does the Institution conduct a Green Audit of its campus and facilities?

Yes. The institution regularly conducts a green audit of its campus.

The green audit of the campus is often held in the college to improve the environmental conditions with the help of N.S.S. students and the students of Botany. Regular programmes are conducted to establish eco-friendly atmosphere in the campus. We maintain records of plants available in the campus.

Our campus has various kinds of tall trees, ornamental plants, aromatic plants, etc.. The trees which are presently found in the campus are enlisted below:

Sr.	Botanical Name	Common Name	Quantity
No.			
i.	Cocos nucifera	Coconut	38
ii.	Azadirchta Indica	Neem	3
iii.	Delonix regia	Gulmohar	3
iv.	Melia azadiracht	Mahaneem	2
v.	Mangifera Indica	Mango	6
vi.	Polyalthia longifolia	False Ashoka	4
vii.	Ficus religiosa	Pipal	6
viii.	Cassia varieties	Indian laburnum	6
ix.	Acacia auriculiformis	Australian acacia	1
х.	Alstonia Scholaris	-	15
xi.	Spathodea Campanulata	-	2
xii.	Gliricidia sepium	-	5
xiii.	Ziziphus jujuba	Bor	2
xiv.	Terminalia Catappa	Desi Badam	4
XV.	Eucalyptus globulus	Nilgiri	1
xvi.	Oreodoxa regia	Bottle palm	2
xvii.	Pithecolobium saman	Rain tree	10
xviii.	Spathodea campanulata	-	2
xix.	Casurina equisetifolia	Suru	1
XX.	Punica granatum	Pomegranate	1
xxi.	Ficus benjamina (ornamental –Bushes)	-	34

In addition to these, the college campus also has a medicinal plants section, beautiful formal garden, water garden etc.

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

Energy Conservation:



- Majority of classrooms get adequate sunlight and are well cross ventilated. Therefore, the use of electricity is minimized.
- Air conditioners have been installed only in places where they are actually required. Starred Split Air Conditioners are preferred over window air conditioners.
- Lights, fans and electric appliances are switched off in classrooms, offices, laboratories, library whenever not required.
- Computers, printers and electronic equipments are also switched off when not in use.
- Power saving Refrigerators, Deep-freezers and other instruments are preferred when purchased.
- CFL bulbs have been installed wherever possible in renovated areas.
- CRT monitors are energy hogs. Hence, LCD monitors are used with computers.
- Use of stairs instead of elevator is promoted to save energy.

Use of Renewable Energy:

- Solar lights have been installed in the campus.
- The college is planning to install solar panels and biogas plant for conserving energy.

Water Harvesting:

Rain water from terraces is collected through pipes which are further connected to underground water tanks in one of the three buildings. The water is used for various purposes. Drainage water is supplied to plants outside the main building.

Check Dam Construction:

Not Applicable.

Efforts for Carbon Neutrality:

- Saplings are used instead of bouquets for felicitation of guests at various programmes organized by our college.
- Water fountain has been installed as it produces negative ions that attract dust and other irritants and removes it from the air.
- Use of fire crackers is strictly restricted in the college campus for any occasion.
- Smoking is strictly prohibited in the college campus.
- Public Vehicles are restricted in the campus.

Plantation:

On various occasions, we have maintained the practice of planting trees. The occasion may be retirement function, Dignitaries' visits, Environmental Day, Independence Day, Republic Day and Maharashtra Day.

Hazardous Waste Management:



Utmost care is taken while handling chemicals in the laboratories. The chemical wastage is drained after reasonable treatment so as to make it non-hazardous and biological waste is carefully autoclaved and then disposed.

E-waste Management:

- Electronic waste like Computers, Printers, Monitors, UPS, Batteries etc. are discarded by selling it to local vendors.
- Working parts from such waste are taken out and kept aside for future use.
- The number of disposed electronic devices upto the year 2013-14 is as follows:

Sr.	Items	Quantity
No.		
1	Colour Monitors	101
2	CPUs + Keyboards + Mouse	76
3	Empty Cabinets	29

7.2 Innovations:

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

- The college follows an open-door policy making the Principal and staff members easily accessible to students and other stake-holders.
- Intensive guidance is provided to students who need extra and special attention.
- Post Graduate courses in various subjects like History, Computer Science, Information Technology, Economics, Commerce, Marathi have been started.
- Research Centres in Zoology and Economics have been developed for motivating research culture among the students.
- The Personal Library Scheme for the teachers is unique to our college. Under this scheme, the management pays half of the price of books bought by a teacher. This scheme was discontinued as teachers used the up-to-date library and ordered books they desired for research through the library. They also ceased to claim money for the books they may have bought.
- The website of the college was developed internally and all the notices regarding examinations from timetables to results are displayed regularly.
- Separate website was developed for library which provides direct links of webopac, institutional repository, NLIST consortia, etc. and online services to library users.
- An android mobile app "Vartakapp" has been developed and uploaded on the institution's website for easy access to institutional notices, exam notices, availability of books, digital library access and old exam question papers through institutional repository.
- Barcode circulation system is used in the library for providing quick services to readers.
- Office and examination section have been renovated with advanced technological facilities to provide easy and quick services to the students.



- Electronic notice boards have been installed at important places like office, exam section, library, etc.
- The sufficient generator backup is available which helps to relieve the college from the frequent electricity cuts that the area is prone to.
- CCTVs have installed in the college premises and library to ensure greater discipline and safety.
- NLIST Consortia was introduced in 2010. In this consortia, 3000 ejournals and 1 lakh e-books were made available for access to the readers with individual username and password so that they can access these resources from their home also.
- Book Exhibition is organized every year by the library to motivate students toward reading books.
- Annual magazine *Vartakite* is published every year to provide a platform to students to develop their writing skills.
- Wi-Fi connection has been installed in the college premises at various places for teachers and students for easy access of internet.
- Best library user awards are conferred every year to students. Students making most effective use of library and its resources are selected for these awards
- Fire Extinguishers have been installed and maintained at various places in the college.
- 'Eco-friendly Rangoli' and 'Best out of waste' competitions are organised in the college to promote environment consciousness among students.
- Smart boards are being installed in IT lab and Library.
- In the Department of Physics,
- a. The polychromatic source to each experiment of light is innovated in the lab itself by using a single tube light coated by bL.A.C.k paper and forming four fine openings as a slit mercury source for the spectrometer experiment. This saves power.
- b. Instead of using four separate sources, a single tubelight of 35 watt bulb is used, which is sufficient to carry four experiments at a time. This reduces the experimental cost and handling maintenance becomes easy.
- c. Instead of purchasing ready circuits and AC sources, these are designed and constructed in the lab by the staff with the help of lab assistants.

7.3 Best Practices

The best practices stated here have been selected keeping in mind the aims, objectives and mission of our college and cover the years from 2009 to 2014.

A) Title of the practice : Application of Innovative Services in Library

i) Goal:

- To continue to strengthen the culture of continuous improvement through ongoing assessment of Library activities and programmes
- Provide physical and digital infrastructures that advance research and education



- Develop information resources and services that support research and education
- Build collaborations to support faculty, graduate, and undergraduate student friendly publishing
- Help members of the faculty be effective users and producers of information to meet their current academic needs.
- Market the information resources of the Library and its services to all its communities.

ii) The context:

The library is on the fourth and fifth floor of the new building of the college which became operational in 2009. The area of the library is 16,000 sq. ft. The main features of the new library are:

- Separate Newspaper and Periodicals Section
- Property Counter
- Reference Room
- AV Hall
- Internet Room
- Digital Library Room
- Processing Section
- Book Bank Section
- Teachers' Reading Room
- Boys' Reading Hall
- Girls' Reading Hall

More than 250 Readers can sit and read in the library at a time. All library functions have been automated with SOUL software. Two separate computer systems have been provided for Online Public Access Catalogue or OPAC, so that students can get quick access to books. Recently, Android Application entitled 'Vartakapp' was made available on the website of the college.

iii) The Practice:

The following services are provided to the library users:

- Automated Circulation
 - Issue /Return of Books for Home Reading are carried out on SOUL 2.0 software. On an average, 100 books are circulated per day.
- Ask the Librarian (Online Readers Group)
 An online group is created on Google groups to solve students query.
- New Arrivals
 - New Arrivals are displayed in front of main entrance of the library. Students can browse and issue these books for reading.
- Online Webopac
 - User can search books by visiting this link on the website of the college.
- Digital Library/Institutional Repository



Presently, old exam question papers have been uploaded and are available online through the website of the college.

• Current Awareness Service

Current Events in the college are displayed on the Notice Board.

• Newspaper Clipping Service

Newspaper Clippings regarding curricular information are collected and are provided through this service.

• Internet Service

Free Internet Service is provided to staff and students in the library. The library has also subscribed to NMEICT scheme through which access to study materials published on CEC consortia is made available for the users.

CDROM Databases

The CDROM collection of 1000 CD's is made available for users to access within the campus of library. (CD write facility is also given in some cases).

• Online Public Access Catalogue

We can search books with the help of library software soul installed at two computers at the entrance of library.

• SAF / BC Book Bank

Books are issued for the complete academic year to the economically Backward Class and SC/ST students under these schemes.

• E-Journals Service

3500 E-Journals from various subject fields are made available under this service through Inflibnet's N-List Consortia (Free Service for our readers).

• E-Books Service

More than 1 lakh E-books are made available under this scheme through Inflibnet's N-List Consortia, which has Free Service for our readers.

• Braille Books Reading Service (Extension Service)

Curricular and general books in Braille Lipi (script) are made available to blind students of institution and also of the nearby region.

• Wi-Fi Internet Service

Wi-Fi Internet service is provided in Reading Room and can be used on Laptops.

• Android App Service

Android Application titled 'Vartakapp' is made available on college's website. Students can search library books, download old exam question papers and can read e-books and e-journals right at their finger tips with the help of this app.

• External Users Service

For external users especially researchers, the required information sources are issued for reading in the library campus. Reprography facility is also available for these users.

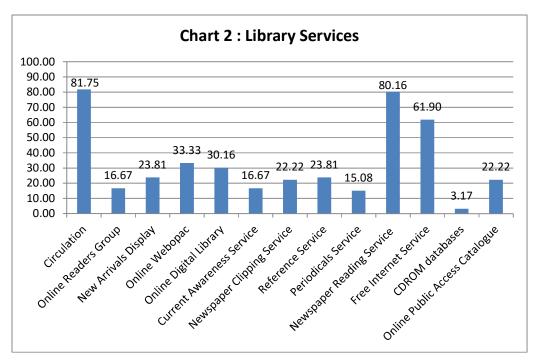
iv) Evidence of Success:

A user survey was conducted at the end of academic year 2013-14 and feedback was taken from library users regarding the library resources and



services. The users's response to the query regarding library services has been tabulated hereunder:

Sr. No.	Services	Teacher	Student	Total	%
a	Circulation	10	93	103	81.75
b	Online Readers Group	3	18	21	16.67
c	New Arrivals Display	6	24	30	23.81
d	Online Webopac	4	38	42	33.33
e	Online Digital Library	6	32	38	30.16
f	Current Awareness Service	1	20	21	16.67
g	Newspaper Clipping Service	1	27	28	22.22
h	Reference Service	4	26	30	23.81
i	Periodicals Service	5	14	19	15.08
j	Newspaper Reading Service	7	94	101	80.16
k	Free Internet Service	6	72	78	61.90
1	CDROM databases	1	3	4	3.17
m	Online Public Access Catalogue	5	23	28	22.22



It was found that most of the users know only about the circulation and newspaper reading service in the library. A fair number of users know about the free internet service.

v) Problems Encountered And Resources Required:



As such no problem yet been encountered regarding the finance, human resource or other aspects, while implementing or practicing Information and communication technologies in the library.

B) Title of The Practice: Open Door Policy

i) Goal:

The college practises the open door policy to maintain a cordial atmosphere in the college. This ensures that grievances of the staff and students are addressed immediately. The friendly atmosphere leads to informality and better relations among the staff and the authorities and between students and the staff.

ii) The Context:

Our students mostly come from the rural area of Vasai Taluka. This open door policy encourages them to approach their teachers which, otherwise they would not have done. They can approach the Principal too, in case it is needed.

iii) The Practice:

The open door policy has resulted in freedom of expression among students and staff, making the college like their second home. It has helped maintain discipline to a certain extent. Students also get their work in the office done without much delay because of the co-operative office staff. This policy has led to excellent relations between students, office staff, teaching staff and the Principal. Of course, there are differences of opinion, but because of the informal atmosphere, they get sorted out soon.

iv) Evidence And Success:

The open door policy has been a success in our college primarily because of the mix of rural and urban students and staff. The location of the college has brought about the mingling of students from far-flung villages and the children of the newly urbanized Vasai, a fallout of high realty prices in our neighbouring metropolis, Mumbai. This has also resulted in bringing together staff members hailing from villages in Maharashtra as well as from Mumbai. The open door policy has helped forge excellent relationships between such culturally diverse student and staff population.

The positive feedback of students is proof enough for the success of the implementation of the open door policy. The camaraderie between the Principal and the teaching staff and the office staff is there for all to see. The helpful and cooperative attitude of the office staff towards students has been advantageous to students, especially those from the remote areas. Students directly approach the office in case of issues with the University and their problems are tackled efficiently here itself. Rarely has a student needed to knock the doors of the University, or for that matter, needed to make a number of rounds of the office to solve his or her problems. The reputation of the



college as a premier institution of education lies in the policies that it follows, one of them being the open door policy.

v) Problems Encountered And Resources Required:

Though cases are rare, sometimes, the open door policy allows angry outbursts from students and staff and students entering the Principal's cabin without permission. The appointment of more security personal could solve the problem to a certain extent.

Though the NAAC demands only two best practices of the institution to be stated, we felt that we must make mention of two more in brief as these were pioneering steps that our college took in this part of the world.

C) Title of The Practice: Felicitating staff members on various occasions

i) Goal:

- a) To encourage staff members
- b) To motivate teaching staff for carrying out work in various areas
- c) To acknowledge service provided by them
- d) To expose talent of staff members
- e) To find excellence.
- f) To recognize their contribution to research /research projects and encourage them further
- g) To appreciate their contribution to the institution

ii) The Context:

A number of teachers are involved in major and minor research projects, in writing research articles and in pursuing various courses. Their work usually remains unnoticed but due to felicitation of these teachers, their work is appreciated and they feel encouraged to come up with more and more research projects. Other teachers also get inspiration from this.

iii) The Practice:

- a) Every year on September 5, Teachers' Day, two teachers are conferred the Best Teacher Award by the Management. This year, one non teaching staff member was awarded as 'The Best Employee' of the year.
- b) Among the teachers, those who present papers at International level seminar / conference are felicitated.
- c) Teachers who publish syllabi based books are honoured.
- d) Teachers who carry out minor and major research projects successfully and who complete PhD are felicitated.
- e) On the last day of a teacher's service, he/she is felicitated at a grand function and presented a memento by the college. A sapling is planted by the concerned teacher in memory of their service.



iv) Evidence And Success:

This policy seems to be very successful as more and more teachers are coming up with research projects and many teachers have published research papers, articles and books. Some teachers have also presented papers at National and International level.

v) Problems Encounterd And Resources Required:

No problems have been encountered as such. All the resources required for the felicitation are provided by the institution. The members of the management not only remain present for these functions but they personally felicitate staff members and keep the morale high by their motivational speeches.

D) Title of the Practice: Audio Visual Presentations of Practical Sessions

i) Goal:

- To help students worried about their performance in Physics and Botany practicals
- To prepare the audio visual session of the practicals in these subjects
- To increase the confidence of the students and enhance interest in the concerned subject

ii) The Context:

All practicals have a number of repetition sessions before exams so that the students do well in the final practical exams. Some practicals are video-shot during these sessions. Sometimes PPTs are prepared and these are explained to the students. Students are permitted to take copies of both the videos and PPTs at home so assist them in their studies. This also helps them overcome their fear of the exams as well as the subject.

iii) The Practice:

In each semester, repetition practicals end with open sessions where students give their suggestions, if any. They may participate in the filming or helping in the preparation of the PPT, if they wish. If a student desires to perform a practical again, he or she is allowed to do so. Those who are unable to attend practicals due to some unavoidable reason like illness, these audio-visuals and PPTs help immensely. Students are allowed to use the computers in the laboratory or on their laptops.

After this practice, the students' confidence increases. The increase in the number of students offering Physics at the third year also is evidence of the success of this practice.

iv) Evidence And Success:



- The fearless manner in which the feedback is given by the students is also proof of the positive impact of the practice.
- The performance of the students has improved over the years.

v) Problems Encountered And Resources Required:

- During some experiments of Physics that need to be carried out in the dark room, filming cannot be done.
- Many of the students coming from rural area do not have computers at their home. So though this facility is provided, they are unable to watch these PPTs and videos on their own.
- For shooting, we need to hire a camera from outside.

Contact Details:

Name of the Principal:	Dr. Keshav N. Ghorude	
Name of the Institution:	Vidyavardhini's Annasaheb Vartak College of	
	Arts, Kedarnath Malhotra College of Commerce,	
	E. S. Andrades College of Science	
City:	Vasai Road	
Pin Code:	401 202	
Accredited Status:	B+	
Work Phone:	0250-2332017	
Website:	www.avc.ac.in	
Mobile:	9869900766	



Post-Accreditation Initiatives

Since the last accreditation, our college has seen a number of changes for the better. The suburb in which the college is located has itself undergone a sea change. This has directly affected the college. From a quiet agrarian suburb, Vasai has today turned into a dynamically growing urban belt with high-rise multiplexes and broad roads. Consequently, our students are now a mixture hailing from remotely rural, local and migrant communities.

The college continues to be, as the last Peer Team commented in its Overall Analysis, "successful in meeting the objectives of providing higher education to the students of sub-urban areas and it has helped a large number of students specially girls who would have otherwise commuted to Mumbai for getting higher education which in turn is quite tiresome and time consuming."

Introduction of new courses:

The college has continued its tradition of imparting higher education to youngsters in this area, specially girls. Every year, the strength of our girl students is higher than that of the boys. In accordance with the demands of jobs in the industry, the college introduced additional new courses in the curriculum. Today, the college runs five self-financed courses at the undergraduate level and seven postgraduate courses. The Peer Team had recommended postgraduate courses in Physics, Chemistry, Zoology, History, Political Science, Bio-technology and Environmental Science. The college now offers postgraduate courses in History, Economics, Marathi and Commerce. Students can register for M.Sc. (Zoology) with research. The postgraduate courses in Computer Science and Information Technology are going on in full swing.

There are two Research Centres as well, one in Zoology and the other in Economics. The college is now one of the centres of IDOL (Institute of Distance and Open Learning) and also of the Department of Lifelong Learning and Extension of the University of Mumbai.

Ever conscious of its commitment to the social cause and the awareness that the people of Vasai mainly come from the middle and lower classes, the Vidyavardhini Trust charges the minimum amount stated by the University. In keeping with the government rules of reservation, the college has strived and achieved the target of appointing 50% teachers from the socially deprived classes.

Use of new teaching aids:

In the last ten years, though the teaching of the Arts and Commerce faculties still remains the traditional method of using chalk and blackboard, many departments of the Science faculty and the self-financed courses use audiovisual aids.

Computerization:



Today, our college uses computerization to the maximum. Every cubicle in the office is equipped with a desktop with internet facilities. Our library uses the SOUL software and our staff members are connected to the INFLIBNET. There are number of e-books and e-journals in the library. We also have a number of books in Braille.

Our Exam Centre is also completely computerized from its question papers to the results. It had the latest software and processes the results of the first and second year students. Being one of the major examination centres of the University, it maintains high standards of technological know-how.

Library and librarian:

One of the recommendations by the Peer Team was the construction of a new building for the library and new courses. Today we have a five-storeyed new building with a lift. The library is on the top two floors with a seating capacity of 300 on the upper floor. The books are now arranged neatly on shelves and cupboards within arm's reach on both floors. The library is now open from 7.00 a.m. to 5.30 p.m. on working days.

The college today has a qualified full-time librarian who works tirelessly to keep the library up-to-date. A close watch on the students using library facilities and a few among them are chosen as Best Reader/ User to motivate them further.

Photocopying facility:

A private agency has been allowed to operate a photocopying centre on the ground floor of the library and self-financed courses building on the condition that it charge the students and the staff less than the market rate.

Department rooms:

All departments have their department rooms. Departments with one or two staff members share a room.

Research projects:

The Peer Team's encouraging words have prompted a number of our teaching staff to take up Major and Minor research projects, details of which are in Criterion III.

Students' feedback:

The college does not follow a formal students' feedback. Soon after the Peer Team visit, student feedback forms were printed and distributed among students for a couple of years. It was found that all teachers received an extremely positive feedback. It was then decided to discontinue the practice. Attempts to revive the practice have begun.



Hostel facilities:

The college does not feel the need for hostel facilities for a variety of reasons. First of all, it caters mainly to the population of the suburb of Vasai which is well connected to the college by road and rail. Students who reside in far-flung areas are mainly farmers who either work in the fields in the morning and then come to college or go home to work in the fields. There are also good hostels for tribal girls and boys in Vasai and the nearby suburb of Virar.

Teaching days:

The college cannot increase the number of teaching days from the existing 180 as these are specified by the University.

Remedial classes:

Remedial classes for students from the weaker sections of society used to be conducted in the college but had to be discontinued when the construction of the new building started. Since the timing of the Junior College clashed with these classes and there was no other place for the classes to be held, the remedial classes were discontinued. Plans are under way to restart the courses.

Canteen:

The college canteen is now housed on the ground floor of the new building and is spacious. Regular checks by the Canteen Committee has ensured the quality and the subsidized rates of food in the canteen.

Additional PCO:

The Peer Team visit came at a time when mobile technology was not popular. Since then, times have changed and today, most of our students carry mobiles. Therefore, the sole PCO that the college had was discontinued.

Gymkhana:

Students interested in indoor sports have the entire first floor hall to themselves in all days except those when the hall is being used for a programme. Part of the hall is used by girls. There is a well-equipped gymnasium on the ground floor.

Though the Peer Team suggested that the college appoint a Physical Director for sports, we have not appointed one as we have a Sports Committee with Chairperson who looks into the needs of the sportspersons of the college.

Third year courses:

Third year courses for Psychology and Geography were suggested, but the college did not pursue the case because of technical constraints.



Cleanliness and maintenance of toilets:

The college has outsourced the housekeeping services to a private agency, which is responsible for the upkeep of the premises including the toilets. Any complaint from staff or students is addressed as early as possible.

Conclusion:

For an institute of higher education completely dependent on government funds, the Vidyavardhini's Annasaheb Vartak College of Arts, Kedarnath Malhotra College of Commerce & E. S. Andrades College of Science has come a long way. Though lagging behind in certain areas such as research, it has taken huge strides in competing with other premier institutes of the University of Mumbai. Part of the credit goes to the NAAC and its exacting norms and directives to institutes of higher education. However, the credit mainly goes to the Management and the staff of the college with the Principal at its head.

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