



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

Certificate of Accreditation

*The Executive Committee of the
National Assessment and Accreditation Council
is pleased to declare*

*Hindi Vidya Prachar Samiti's
Ramniranjan Jhunjhunwala College
Shatkopar (W), Mumbai, Mumbai Suburban,
affiliated to University of Mumbai, Maharashtra as
Accredited*

*with CGPA of 3.10 on four point scale
at A grade
valid up to April 09, 2029*

Date : April 10, 2024



[Signature]
Director



INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 4)

PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
HINDI VIDYA PRACHAR SAMITI'S RAMNIRANJAN JHUNJHUNWALA
COLLEGE
C-34163

Mumbai
Maharashtra
400086

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

Section I: GENERAL INFORMATION

1.Name & Address of the institution:	HINDI VIDYA PRACHAR SAMITI'S RAMNIRANJAN JHUNJHUNWALA COLLEGE Mumbai Maharashtra 400086	
2.Year of Establishment	1963	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	25	
Programmes/Course offered:	50	
Permanent Faculty Members:	99	
Permanent Support Staff:	124	
Students:	6906	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. The institution responds the NEP 2020 by introducing a number 228 new courses and 177 value added courses. 2. Optimum utilization of space. 3. Facilities introduced for in-house students like reading room in the evening are opened for outside needy students also.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 01-04-2024 To : 02-04-2024	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. KULDEEP KRISHAN SHARMA	Vice Chancellor,Himalayan University
Member Co-ordinator:	DR. JOGESH KAKATI	Registrar,Pragjyotishpur University
Member:	DR. SUNDARARAMAN RAMARATHINAM	FormerPrincipal,National College
NAAC Co - ordinator:	Dr. A.v. Prasad	

Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curriculum Design and Development
1.1.1 QIM	Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution
1.1.2 QIM	The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

The college was established in 1963 which is affiliated to the University of Mumbai. The college was reaccredited as A grade in its 3rd cycle by NAAC with CGPA 3.50. In 2018 the UGC granted Autonomous status to the college. As an Autonomous college, the institution has developed its own curriculum with special focus on United Nations Sustainable Development Goals like good health and wellbeing, quality education, no poverty and zero hunger, gender equality, decent work and economic growth, sustainable cities and communities, peace, justice and strong institutions.

While curriculum is developed keeping the local needs in view, the institution takes care of the skill improvement of the marginalized section and the people of the locality. The environmental issues and the green chemistry are also addressed in the curriculum. It is evident that the emphasis is given on the national, regional and global relevance in curriculum.

The programme outcomes and course specific outcomes are properly communicated to the students through website.

The courses are designed to focus on the employability, entrepreneurship and skill development in which the students are introduced to interpersonal skills, communication skills, project work, group presentation, quiz, field visit, industrial visit, critical thinking, digital literacy, environmental awareness, human values, service to the society through extension activities which equally aim at making the students known to professional ethics, gender, human values, environment and sustainability.

It's a praiseworthy to note that the institution has introduced 228 number of new courses during the last five years in addition to its regular courses of UG, PG, Ph.D. The institution is expected to nurture a sustainable strong mechanism not to interrupt its continuity of curricular development in the long run.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT-enabled tools including online resources for effective teaching and learning process
2.3.2 QIM	The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues
2.3.3 QIM	<i>Preparation and adherence of Academic Calendar and Teaching plans by the institution</i> Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.3 QIM	IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution Describe the examination reforms with reference to the following within a minimum of 500 words <ul style="list-style-type: none"> • Examination procedures • Processes integrating IT • Continuous internal assessment system
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

As a part of the mechanism to address the differential learning needs of the students, the institution has evolved a self-analysis form for the students and has a provision of MCQ based test by which the students are screened and identified an advance learner and slow learner. The institution undertakes some special programmes like peer teaching, bridge courses, guiding the students to take up the courses offered by the COURSERS, NPTEL etc. for both advance and slow learners aiming at making the slow learners at par with others and the advance learners more advanced. Each department, depending on the topic to be taught, uses a combination of techniques. The learner plays an equal role in the process and the sessions are interactive. Each teacher maintains a teacher's diary to keep track of completion of syllabus, revision, remedial coaching, extra lectures.

The institution has evolved some effective mechanism like holding practical classes, visit to premier research institutes like Tata Institute of Fundamental Research, Advanced Centre for Treatment Research and Education of Cancer (Tata Memorial Centre), Institute of Geomagnetism, Instrumentation Centres, Nehru

Science Centre etc., role play, team presentation and ICT enabled classes to make the teaching-learning closer to the student-centric process taking the diverse student community, large size of classes and the level of learning into consideration through a mutual discussion with peers and by using technology.

The institution has a well-organized scheme of mentoring the students which the departments try to implement splendidly.

The Academic Calander is prepared by the institution with the help of the IQAC based on the inputs from the departments, associations, controller of examinations, term notice from the University of Mumbai, holidays declared by the state government and other holidays as per norms. The Academic Calander and the teaching plan are chalked out and conveyed implemented under the guidance of the Principal to be organized by the IQAC.

The institution has adopted an efficient mechanism of examination by using the Enterprise Resource Planning (ERP) in which a confidential security system is developed using the features of hologram, logo, micro text etc. The institution practices the continuous internal examination system and accommodates the printing of marksheets and grade cards in-house.

The institution makes the students known to the details of programme outcome (PO), programme specific outcomes (PSO) and course outcomes (CO) at the very beginning of the academic session through website and also through discussion. The institution along with the development of the course content endeavours the attainment of POs, PSOs and COs in question papers for the examinations.

The departments analyze the results and make efforts to ensure further improvement. The practice of continuous improvement is practiced. The feedback taken from various stake holders on the curriculum is analyzed and action is taken to improve the curriculum in view of the changing societal needs. Course attainment for all programs is calculated by direct method as per UGC norms and indirect assessment is based on course exit survey.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.1.1 QIM	The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QIM	Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident
3.4	Research Publications and Awards
3.5	Consultancy
3.6	Extension Activities
3.6.1 QIM	Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team) Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words
3.7	Collaboration

Qualitative analysis of Criterion 3

The institution has a meticulous policy for encouraging the research, innovation and extension. The institution's Research Advisory and Research Development Committee coordinate each other and formulates the policies and research regulations by which the research promotion policy, plagiarism check, research ethics, research consultancy, IPR policies are ascertained.

As a motivational measure, the institution has sanctioned 11.98 lakhs seed money to the researcher. The institution pays the processing fee to the teachers for patent application. The institution has 9 research centres, 17 supervisors and 48 registered Ph.D. scholars. The institution has already awarded Doctorate degree to 17 students and 07 teachers. The institution is also prosperous in number of research publication having 162 publications of research papers and 106 book chapters to its credit.

The Institution has an active Institutional Innovation Council (IIC) formed as per UGC norms. A plenty of effective measures have been taken by the institution to ensure the reality of the innovation ecosystem.

The institution has a continuous practice of consultancy by which it has generated Rs. 7.23 lakhs during the assessment period.

The institution has taken awareness initiatives to create an ecosystem of introducing the students with Bharatiya Jnan Parampara. A value-added course is conducted every year to train students in IPR and also encourage them to innovate and file patents. The college has already been awarded two patents and some are in pipelines.

Here, the institution has an opportunity to comply and insert the Bharatiya Jnan Parampara (Indian Knowledge System) in regular course curriculum.

The institution has a wide range of extension activities being carried out by the students through NSS, NCC, RJ Rotaract Club DLLE, PAVO Nature Club, CWDC and collaboration with Government Organizations and Non-Government Organizations and these initiatives have received altogether some awards from different platforms.

Organization of competitions on “Business Ideas” Value added certificate course for two credits on “Entrepreneurship Development Programme”. “INNVOTEX” An oasis of business ideas which has witnessed students as well as startups participating. The cell commemorated the World Entrepreneurship Day by inviting young entrepreneurs addressing the students and inaugurating “Hhunar” an initiative by the cell to encourage students to put up their entrepreneurial skills in practice.

Awarded Crown project in community service by Academy for Awarding Rotaract Achievements (AARA’s) and GOONJ: An Echo of awareness is created amongst the marginalized section of the society.

The institution has signed many MoUs with different institutes/organizations for enhancement of research activities.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p>The Institution has adequate infrastructure and other facilities for</p> <ol style="list-style-type: none"> 1. teaching – learning, viz., classrooms, laboratories, computing equipment etc 2. ICT – enabled facilities such as smart class, LMS etc. 3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students
4.3	IT Infrastructure
4.3.1 QIM	<p>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</p> <p>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</p>
4.3.3 QIM	Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	<p>There are established systems and procedures for maintaining and utilizing physical and academic support facilities – laboratory, library, sports complex, computers, classrooms etc.</p> <p>Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words</p>

Qualitative analysis of Criterion 4	
<p>The institution has 40 numbers of well-ventilated and ICT enabled classrooms along with separate laboratories of the science subjects; 10 computer laboratories with 572 computers; a well-equipped media Lab; a Central Instrumentation Centre with sophisticated instruments; a Library and Information Resource Centre; an AC seminar hall of 100 capacities; two other shared auditoriums of 175 capacities and a hall of 600 capacities; a gymnasium hall along with both indoor and outdoor sports facilities in addition to the facilities of girls' and boys' common room.</p>	
<p>The institution has a tissue culture lab with a repository in vitro-medicinal plants; terrace garden for training students in horticultural practices; facility for nanomaterial synthesis and a well-established herbal garden facilities has been added recently for the benefit of the students and faculty for carrying out further researches in the field of medicinal plants.</p>	
<p>The central library is automated having 94,486 books, a number of periodicals and journals and 600 e-</p>	

resources with SOUL integrated library management system; WEB-OPEC; UGC N-LIST; INDIASAT; DELNET, India Business (IB), Insight and J-GATE. The institution provides training for the librarian and library staff to make them well-equipped with the management of automated library.

The institution is providing some facilities to the divyang students which have a scope of more addition.

The institution has drinking water facilities in all the floor of the building with RO.

The institution has already earned fame in sports with participation of the students out of whom, 28 students have excelled in the state/national/international level.

The Wi-Fi enabled college evolves a splendid policy to update the IT facilities with a view to providing the IT enabled classrooms, laboratories, library, auditorium with a provision of Information Security Management System. The institution has two central servers along with a backup server to maintain an uninterrupted IT service and annual maintenance agreement and licence for Windows OS, Tally, Antivirus Quick Heal. The institution provides internet facilities with lease line of 300 Mbps.

The institution has a dedicated audio-visual centre with all the required facilities and software licences etc. and also a lecture capturing unit; a TV; PTZ camera; Camera Remote 4 channel; audio mixer; wireless microphone etc. The teachers are trained to prepare the e-content with the help of Microsoft Power Point.

The Trust of the institution, the committees, cells of the respective responsibilities, the staff are entrusted for maintaining the established infrastructure facilities with some preventive measures like annual maintenance, regular checking, regular repairing, fire safety etc.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)

5.1	Student Support
5.1.2 QIM	Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution. Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words
5.4	Alumni Engagement
5.4.2 QIM	Alumni contributes and engages significantly to the development of institution through academic and other support system Describe the alumni contributions and engagements within a maximum of 500 words

Qualitative analysis of Criterion 5

The institution organizes regular career counselling sessions at the very beginning of the academic year to guide the students properly to get rid of their confusion and help them decide for future career either inland or abroad and also to guide the students for competitive examinations.

As per norms of the University of Mumbai, the institution forms the Student Council to be represented by the student from every class on merit basis. The institution also ensures the representation of the students in academic and administrative bodies like IQAC, College Development Council, Internal complaints Committee, College Women Development Cell, Anti-Ragging Committee, Cultural Committee, Magazine Committee, Students' Grievance Redressal Committee, Library Advisory Committee and in the extension activities like NCC, NSS, Rotaract PAVO Nature Club etc.

The institution has a registered alumni association. The alumni are motivated to engage themselves in the both academic and corporate life of the institution. The alumni contribute to the endowment fund of the managing trust, Hindi Vidya Prachar Samiti; participate in the career counselling session as resource persons; encourages the present NCC cadets, NSS volunteers; participate in the cultural activities etc.

The COCO i.e. Career Option and Career Opportunities for the second and third year students is a good initiative of the institution.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.
6.2	Strategy Development and Deployment
6.2.1 QIM	The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<p>Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources</p> <p>Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words</p>
6.4.3 QIM	<p>Institution regularly conducts internal and external financial audits regularly</p> <p>Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words</p>
6.5	Internal Quality Assurance System
6.5.1 QIM	<p>Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals</p> <p>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –</p> <ul style="list-style-type: none"> Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles) <p>Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words</p>
6.5.2 QIM	<p>The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms</p> <p>Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.</p>

Qualitative analysis of Criterion 6

The institution practices a decentralized governance managed by the Governing Body, Academic Council, Board of Studies, Examination Committee, Heads of the Department, Teachers & Employees Association, Students' Council, College Development Committee, Managing Committee, IQAC. All these make the institutional vision a reality to empower the students through learning and research, leadership qualities, teamwork, the art of communication, extension services to the self and society and through an effective delivery of NEP enabled course curriculum being formulated in the institution itself empowered for being an autonomous institution.

The institutional perspective plans are finally approved by the Governing Body which is the apex body and thereby made ready for its execution by a decentralized governance system. In case of appointment and service conditions, the institution follows the policy, rules and regulation of the UGC, state government and the affiliating university.

The institution appraises the performance of the teachers and employees involving two mechanisms—self-appraisal and students' feedback.

The institution has some statutory welfare measures for the teachers and non-teaching staff like provident fund, maternity leave, paternity leave, Defined Contribution Pension Scheme (NPS), timely salary to the non-teaching staff if the salary is delayed, returnable festival allowance, financial assistance for attending seminars, conferences, seed money for research work, loan facility etc.

The Governing Body and the Finance Committee manage the financial aspect of the institution. The institution gets salary from the state government; fees from the students; freeships and scholarships from the state government; students fees sponsored by the Trust or individual; UGC autonomy grants; DBT; MRP funds from DST; UGC; ISRO; Industry; University of Mumbai etc. The institution encourages optimum utilization of fund through a proper monitoring mechanism.

The institution regularly pursues both internal and external audit to ensure a transparent financial transaction.

The institution has a well organized IQAC formed as per guidelines of NAAC and UGC. In addition to its regular activities, the IQAC of the institution exercises two practices: (1) Documentation of Data and (2) Initiative for capacity building of the Staff of the institution and of other institution.

The IQAC ensures two mechanisms for reviewing the teaching-learning process in academic and administrative perspectives. These are --- (1) Feedback on teaching, learning and evaluation process and (2) Academic and Administrative Audit. The institution has a provision of taking actions on the feedback and AAA reports after its analysis.

Automation of services like admission, examinations, attendance, verification of students' documents by employers have been implemented. The key thrust area is continuous improvement in all the processes ensuring the institutional growth as a degree awarding Institution, to become an institution of choice for the learners. The organogram is uploaded on the institutional website which depicts the organizational details of the institution allowing free flow of information.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)

7.1 Institutional Values and Social Responsibilities

7.1.1 QIM	<p>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</p> <p>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</p>
7.1.3 QIM	<p>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • e-Waste management • Waste recycling system • Hazardous chemicals and radioactive waste management
7.1.5 QIM	<p>Green campus initiatives include</p> <p>Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words</p>
7.1.7 QIM	<p><i>The Institution has Differently-abled (Divyangjan) friendly, barrier free environment</i></p> <p><i>Write description covering the various components of barrier free environment in your institution in maximum of 500 words</i></p> <ul style="list-style-type: none"> • Built environment with Ramps/lifts for easy access to classrooms • Divyangjan friendly washrooms • Signage including tactile path, lights, display boards and signposts • Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment • Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading
7.1.8 QIM	<p>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).</p>
7.1.9 QIM	<p><i>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens</i></p> <p>Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.</p>
7.2	Best Practices
7.2.1 QIM	<p>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual</p>
7.3	Institutional Distinctiveness
7.3.1 QIM	<p>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</p>

Qualitative analysis of Criterion 7

The institution being a co-education of boys and girls takes care of gender sensitivity in its recruitment policy, prevention of sexual harassment, by implementing maternity and paternity benefits, and by gender sensitive infrastructure in organizational level; and by developing 112 gender sensitive courses for the students in programme level. The institution has conducted a gender audit for the period of 2018-22. The institution has organized about 58 gender sensitive programmes aiming to achieve the UNSDG goals 5 i.e. Gender Equity.

The institution follows the reservation policy regarding admission for divyangjan as per UGC, state government and the University of Mumbai. The institution has ensured the infrastructural support like lifts, ramps, railing, seating priority in the classroom, divyangjan friendly washroom, assistance in getting rail and bus concession, divyangjan-friendly sign posts and display boards, provision of magnifying glasses, accessible website, screen reading software, voice recorder etc.

The institution makes efforts/initiatives to provide inclusive environment to ensure tolerance and harmony by celebrating Savitribai Phule Birth anniversary, Swami Vivekananda Birth anniversary, Rashtriya Ekta Diwas, Mahatma Gandhi Jayanti, Teachers' Day, Ek Bharat Shrestha Bharat, celebrating Holi, Navratri, Raksha Vandhan, Diwali etc.

The institution has performed various activities to sensitize the students and employees to values, rights, duties and responsibilities of citizens by engaging them in different cells and committees; by starting day with national anthem; by imparting foundation courses; by participating in Azadi Ka Amrit Mahotsav; by participating in Swaccha Bharat Abhiyan etc.

The institution has placed two best practices—1. Reading room facility for the students and 2. Livelihood Centre. The institution endeavours to give a satisfactory ambience to the students to study comfortably and peacefully and thereby promotes the reading habit of the students. The institution has started a livelihood centre (Jeevandhara Kendra) in collaboration with L'Oréal to encourage and empower the girl students for entrepreneurship and business in Beauty.

Gender Policy is displayed on the college website to ensure that there is no gender-based discrimination in the institution having separate girls common room with vending machine for sanitary pads and washrooms with lady attendants. Counselling is done through teacher mentors, authorities and professional counselor.

The premises and rooms are under CCTV surveillance to be looked after by trained watchmen.

The filling up the application forms which was earlier manual has now become digitalized and the student can scan the QR code for form.

The programmes for e-waste, liquid and solid waste management are conducted regularly. Water recycling system, hazardous chemicals and creating inclusive environment is realized in the college campus. Green/environment and energy audit are regular practice of the institution.

The institution tries to sustain their quality efforts in tact by developing resiliency skills which is the institution's distinctiveness.

Section III:OVERALL ANALYSISbased on Institutional strengths.Weaknesses,Opportunities &

Challenges(SWOC)(up to 500 words)

Overall Analysis

Strength:

- The institution is practicing multi-disciplinary education which is naturally in the line of the NEP, 2020.
- The institution has incorporated 228 new courses and 177 value added courses during the last five years.
- The college has supportive infrastructure for academic, administrative, sports and culture with a scope of its optimum utilization.
- The automated central library with 94,486 books, 131 periodical and journals and 600 e-resources, WEB-OPAC, e-book, e-journals, e-databases etc. with adequate sitting/reading facilities.
- Focus on gender sensitivity and efforts for its continuity.
- Recognition as NAAC Mentor College under UGC PARAMARSH Scheme.
- Focus on the ICT use in teaching, learning and evaluation.
- The college resilience.
- The college excels in cocurricular activities and sports.

Weaknesses:

- The lesser number of sanctioned faculties even after the permanent post lying vacant. The dependence on the faculties being appointed not as regular/permanent faculties, but by the management.
- The lack of optimum use of the potential alumni.
- Failure to remove the gap of the teacher- student ratio.
- Lack of organized policy for resource mobilization.

Opportunities:

- The college may ensure an optimum use of the talent of the alumni.
- The college may lead a reading habit movement by using its library.
- Taking the locational advantage, the college grab for an opportunity of industry-academia linkages.
- The college may evolve an environment for collaboration and consultancy to develop its academic aspect, infrastructure, research, innovation and startups.
- The college can take some steps to instil entrepreneurship in the minds of the students to address the unemployability and thereby to improve the sense of self-reliability.
- Organized step for resource mobilization.
- The institution can expand action-oriented research and publications.

Challenges:

- Any new addition—either introduction of new programmes or enhancement of physical infrastructure due to limitation of space.
- To pave the way for external funds.
- To keep the students in a right track from distraction due to excessive use of social media.
- To develop in-house policies to sustain quality assurance, quality enhancement and quality control which needs skilled man power.
- To provide financial assistance to the marginalized students.

- To remove the complexities for smooth conduct of the institution due to dependence on the part-time/guest faculties and non-teaching staff as a large number of sanctioned posts of the teaching staff are lying vacant.

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- • The college needs to increase the number of full-time teachers against sanctioned posts.
- • The college needs to enhance the facilities for research, innovation, collaboration and consultancy by availing the grants of various research agencies and with PPP module to enrich this aspect of the institution.
- • The industry-academia collaboration needs to be established in a considerable amount.
- • The college needs to insert the bharatiya jnan parampora (Indian Knowledge System) in the traditional course content to remove the common notion that IKS is rocket science.
- • The college needs to augment the facilities in the language lab to eradicate the language for the benefit of the students.
- • More automation-centric activities are required for the central library.
- • The ICT facilities specially for divyangans need to be augmented.
- • Faculty members should register for more patents.
- • Canteen facility needs to be strengthened.
- • Training and placement cell needs to be strengthened.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. KULDEEP KRISHAN SHARMA	Chairperson	
2	DR. JOGESH KAKATI	Member Co-ordinator	
3	DR. SUNDARARAMAN RAMARATHINAM	Member	
4	Dr. A.v. Prasad	NAAC Co - ordinator	

Place Mumbai

Date

**Certified as
TRUE COPY**


Principal
Ramniranjan Jhunjhunwala College,
Ghatkopar (W), Mumbai-400086.