SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

JAI BHARAT COLLEGE OF COMMERCE NIGHT

OB 8 (1-10) MULUND COLONY MULUND WEST MUMBAI 400082
400082
www.jaibharatcollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

It is a night college, affiliated to University of Mumbai. History may not be course offered at Jai Bharat group of institutes, but its story itself is history. Central government rehabilitated them in Military barracks located at out skirt of Mulund. With advent of time these barracks were converted in cluster of houses known as Mulund Colony. Sindhi community known for their entrepreneurship and business acumen ship gave top priority to education along with other basic needs @ food, clothing and shelter. Residents of Mulund Colony at that time formed a trust under name of Education Board
Mulund Colony with an aims and objects to provide education facilities towards of all the residents of Mulund irrespective of caste, creed or community. Trust initially started secondary school in the name of Jai Bharat High School in year 1950, with Sindhi as medium of instruction in taking into accounts the needs of the residents at that time, has now expanded into providing educational facilities right from pre-primary to graduation level. With taking over chairmanship of trust in 1987 Shri Inder Bhatia with
his dedication and devotion he expanded institute by adding junior college of commerce and science, Degree College, accredited center for secondary, higher secondary for National Institute of opening schooling New Delhi for those who can carry out their education through informal schooling system. Jai Bharat also is authorized center for Yashwantrao distance education university Nasik. Jai Bharat College is affiliated with Mumbai University. The trust in the name of Education Board Mulund Colony was formed in the year 1950 to cater to the education needs of immigrants who migrated from sind Pakistan in the year 1948 & 1949, who were rehabilitated in Military Barracks
made available by Central Government located in extreme end of Mulund town.

Vision

Our Motto - Education to All
? Vision - "Impart knowledge and skills toall especially to the first learners,
working, economically backward and under privileged section of the
society through Quality, effective and Inclusive education in order to face
the challenges in life."

Mission

To provide learning opportunity by imparting quality education to working youth who wish to pursue and continue Regular education while earning.
? To enhance educational facility for those who work during day for their livelihood and wish to continue regular higher education.
? To provide progressive, affordable and relevant education to the learners.
? To sensitize learners to national heritage and values.
? To enable students become responsible towards self, family,society and nation.
? To Impart Social and Environmental Sensitivity in Students through Extension and Outreach.

Core Values –

? Academic Excellence
? Personal Integrity
? Social Responsibility
? Social Justice
? Pursuit of Excellence
? Responsible Citizen

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Establishment – The Jai Bharat Management – Group of Institutes has post- independence of 1947-48. Rehabilitated Sindhi Hindus established the trust known as 'Education on Board, Mulund Colony' in Military bar racks of Mulund area. We are proud to be associated with such great founders, who thought, prioritized the education along with all odd conditions of survival, Amazing!!!

? Degree College – Jai Bharat started primary school then High school, then junior college. The education Board Mulund Colony established SeniorDegree College as need of the local society, where first generation should establish against all odds in Independent India with education, need of the ages – days.

? Night College – The youngsters in area were very hard to meet the needs of food by job & working. In such hard situation, to make them to divert in main stream of education - Night College is opened, established and successfully run by the management.

Night college provide the platform and special privilege to working students to continue the education in life. Most of the students do the job at day time and keep their educational journey in continuity through platform of Jai Bharat Degree College of Commerce (Night).

? Monofaculty – Commerce Science gradation programme needs the more time in academics because theories and practicals. In commerce, academics has only theory.

Therefore, the commerce graduation college started. In Mumbai, being Industrial – Commercial – Commerce Zone, the graduation in commerce is strong point in terms of job.

? Dedicated Management – Governance – Management at this college is strength of this college. The commitment, confidence and continuity against any odd are the 3 dimensions of Management. It bolster up the graduation process of under privileged students.

? Dedicated Staff – To run the college at odd time of night is very much challenging task. The dedicated staff made it only possible – successful possible.

Institutional Weakness

? Low Fees - The social commitment of Governance to run college for working lower lower middle class student, not allow to raise fees from students. The social obligation for the students in terms of fees generates low fees.

? Low limited revenue - Low fees results in low limited revenue generation. It limits the low less limited progress in infrastructure, academic facilities and related facilities etc.

? Monofaculty - For quantative growth of institution, the monofaculty with commerce is weakness as it creates limitations in quantitative growth.

? Night college - working Student prefer the night college. However the main stream students prefer the regular day college. It creates limited quantitative entrants in the HEI.

Institutional Opportunity

? To get access and accreditation by NAAC , so as to set bar for improvement in education.
? To become multi faculty college for quantitative growth in HEI
? To become best college in University of Mumbai.
? To start with Day-Regular college for main stream students.

Institutional Challenge

? Limited faculty - it is main challenge as it limits the quantitative growth,
number of enrollments and number of entrants.
? Lowest fees - social committed management, limits the student fees. The lowest fees is ideally correct. However, it creates challenge to day to day qualitative growth in Academics, Administration and Extension activities.
? Night College – To run night college against all odds of time, schedule, situation is really challenge to management as well as staff along with students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The HEI is night commerce college. The Curriculum set by University of Mumbai, which is one of the premier University in India. The HEI delivers the curriculum. The institute
implements 12 major aspects for the effective curriculum delivery. These are such as
Academic Calendar, ICT classrooms, Time table, syllabus accomplishment reports, Online – Offline lectures, important notes, students attendance, declaration of defaulters, PTA meetings and many more. For effective curriculum delivery, HEI undergoes continuous Internal Evaluation through Regular Class Test, Seminars, Presentations, term and examinations, Vivas, orals in class teachings and so on. Teachers-students involved in projects based on curriculum along with research work, research papers-presentation, publication.
HEI is keen on curriculum Enrichment for the very purpose, HEI carried out about 24
SWAYAM/MOOC/NPTEL based add on value added courses of minimum 30 hours. Over 55% of students attended these courses, HEI co-ordinated, conducted, evaluated and issued e-certificates on completion of these SWAYAM/MOOC courses.
Jai Bharat Commerce college organized 16 lectures under the cross cutting issues such as Professional Ethics, Gender Equality, Human Values and Environmental Sustainability.
These are important cross cutting issues to address the students in transacting the
curriculum.
The project work based on Curriculum are carried out by students. The practical
application of curriculum is main of project work. In Mumbai University, there is
FOUNDATION COURSE. It is based on project work. It is about Indian Constitution, Indian Moral Values, Indian Unity in Diversity and Indian Women Empowerment. There are about 72% of students underwent the project work as an average.
Feedback system is actively implemented by the HEI. The feedback system is divided as- based on Curriculum

and based on Ambience-services by college to stakeholders. HEI collected, processed, analyzed the feedback from stakeholders such as students, Alumni, teachers and employers. These suggestions, compliments considered to improve the educational system in perception of stakeholder. The HEI prepared feedback Action Taken Report and disclose as public domain. The feedback form collection done through google form as transparent mechanism.

Teaching-learning and Evaluation

Even though this college is night college, monofaculty commerce college the Enrolment
percentage is 77%. The HES has a transparent well did ministrated and complying with all the norms of University and Government. It is exclusively 'online' process by student on University's website.
HEI provided wide access to students of different socio-economic, cultural backgrounds.
Its percentage of seats filled against reservation is about 77%.
The student-full time teacher ratio is 48:1. It is as per University of Mumbai norms, which is having 120 students in one division, in science, generally many batches of practical's are there, so ratio maybe 20:1; however, In theoretical subjects like Commerce it won't possible. NAAC has to reconsider this fact as 20 students:1 teacher ratio as benchmark, at least for arts & commerce degree colleges.
In this HEI, there is 100% full time teachers against sanctioned posts during the last five years. Being a unaided, self-finance institute, management sanctions the posts of teacher.
As per strength of students and University norms. Management took lead to sanction the posts. The governance itself lead to filled the required posts.
HEI leads to teaching learning process to be student centric. Experimental learning
method involves, seminars, power point presentation the participative learning method
involves regular lectures-question-answer sessions, ICT based lectures, daily attendance of students, defaulter's list to note better participation of students in teaching-learning activities, efforts like remedial lectures for slow learners to increase the participative learning. In the problem solving methodologies, project based teaching-learning, accounts tally problem based exercises, continuous internal assessment, evaluation, examinations are arranged by HEI.
In HEI 12.5% of total number of teachers with NET qualification.

Mechanism of Evaluation is time bound. The Redressal system about evaluation is
transparent. For the internal/external examination, there statutory examination
Committee, unfair means committee works as per circular of University of Mumbai. There is internal/external examination ordinance, assessment remuneration circular. The students can undergo for recalculation or rechecking or Xerox of answer sheet.
College has uploaded the POs and COs on website of college. The attainments of POs & COs are carried by direct and indirect methods.

Research, Innovations and Extension

Jai Bharat Commerce College is a night college, not receiving grants by government, no chance to get research grant by NGO. HEI is self-finance mono faculty college with short of funds. This Institute not received research fund from either government or NGO.
HEI provides an ecosystem for innovations and initiatives for creation as well as for
transfer of knowledge. Institution inculcates research environment. HEI has proven this
by performing research projects by teachers as well as students. Teachers act as mentor in research along with

student mentee. HEI provided library facilities, research space, free internet and free open access for knowledge resource.

College is particular about workshops/seminars/conferences including programmes

conducted on Research Methodology, Intellectual Property Rights (IPR) and Entrepreneurship during last five years. HEI arranges 78 programmes for these. HEI

arranges 10 lecture series on Entrepreneurship for F.Y.B.Com students, 10 for S.Y.B.Com students and 10 for T.Y.B.Com students. There were 08 lecture series organized for Intellectual Property Rights (IPR) for F.Y.B.Com students, 08 for S.Y.B.Com students and 08 for T.Y.B.Com students. In successful organization, the HEI also organized 08 lectures series on Research Methodology for B.Com I, B.Com II and B.Com III each.

College has organized extension activities in the society though less. HEI has organized 31 social activities in regular NSS while 08 social programmes in special camping of NSS volunteers. In 2021-22, 20 regular activities and 05 main activities of NSS. The extension activities continue by NSS in college in 2020-21 there are only 05 activities because of pandemic situation. In 2019-20, the NSS activities are 16 in regular NSS and 07 extension activity in special camp of students. In 2018-19, the social activities are 18 in regular and 07 activities in special camping. The activities are of Swatch Bharat Abhiyan, Azadi ka Amrut Mahotsav and so on. These are mostly in the community as well as outreach activities.

Infrastructure and Learning Resources

Institute tried to maintain adequate infrastructure and physical facilities. It includes –

Principal office. Administration office, staffroom, classrooms. Examination Room, Library, Gymkhana, Girls common room, NSS room, Auditorium, NAAC/IQAC room, washroom for students, staff, specialised washroom for disabled students, Drinking water facilities, Ramp and outdoor sports ground. About 70% of expenditure excluding salary for infrastructure augmentation during last five years. Library is knowledge resource for HEI.

It Provider has 600 reference books 2872 text books Question papers sets for to B.Com I, II, III are of previews 3 years. Library subscribes 04 news papers daily. The library has seating capacity for 30 students.

Institute provides ICT facilities to teachers, to the students. ICT facilities is useful to every stakeholders. HEI Provides ICT facilities to students, teachers, alumni, parent and governance HEI regularly update the information to students as well as teachers

Frequent upgradation of the ICT facilities by HEI are-Network equipment, telecommunication services, computing facilities, Electricity, CCTV for protection and

security, ICT services for data back, ICT classroom, ICT enabled laboratories, data backup, WiFi services and Internet Services of 30 mbps is available in HEI for every Stake holder The student : computer ratio is 196 students : 45 PCs. It means it is 1 PC per 4 students.

NAAC expects minimum 1 : 5 ratio. This HEI has maintained the same. (In B.Com University of Mumbai not suggested computers for UG students. However as Social obligation this institution got 4 students as to 1 PC.) There is above 40% expenditure incurred on maintenance of Infrastructure such physical facilities and academic support facilities. It shows the HEI has focus on infrastructure maintenance and ICT facilities of the Institute.

Student Support and Progression

HEI is keen on students supports as well as student's progression. HEI put the efforts to provide necessary assistance to the students. Scholarship- Free ship for students is one of the such activity by HEI. About 36%

students of this college get benefited by scholarships and free ships provided by the Institution, government and non-government bodies, philanthropists during the last five years.

The Institution carried out capacity building and skills enhancement initiatives. It includes soft skills development, communication skills, Life skills such as Yoga and ICT skills. HEI carried out 08 programs for soft skills development in students. The 08 communication skills activities carried out for students. 08 Life skills [Yoga] and 08 ICT skills activities were carried out for the students. It helps in holistic development of students.

About 54% of students benefited by guidance for competitive examination and counselling offered by this HEI during last five years.

The HEI has transparent mechanism for timely redressed of student grievances including sexual harassment and ragging. It works as per UGC guidelines, committee for grievance redressal, committee for antiragging and sexual harassment, awareness by posters in college and by act of strict implementation of rules-disciplines for any kind of menance.

The committee receives any complaint and within presented time limit.

About 54% of students get placed, while 5% of students opt for progression in higher education. As it is night college. Majority of student work at day time and attend the college at evening. These students are underprivileged, lower medium class. It means while admission in graduation, students are placed as need base. Hardly 5% students prefers or get privileged to go for progression.

Hardly any students qualifies in competitive examination, because to get immediate employed as priority.

HEI is of hardworking, disciplined job oriented students being night college. Till date no any student passed the competitive examination.

Governance, Leadership and Management

Jai Bharat College of Commerce (Night) is established by Jai Bharat group of institutes. This group is of rehabilitated Sindhi, Hindus, which forced to leave their mother land in 1947 / 48. Central Government rehabilitated them in out skirt of Mulund – Mumbai in the partition of country. The institutional governance has aims and objectives is to provide education facilities to all the residents of Mulund Camp, irrespective of caste, creed and social status since 1950 till date.

Trust with trustees, HEI principal with staff HEI students with different committees shows decentralization practices by Governance. Trustees established schools, Junior College, Senior College and technical institutes shows their participative management for the society.

Leadership of governance is in accordance of vision, as 'Impart knowledge and skills to all especially to the first learners, working, economically backward and under privileged section of the society.'

'To provide progressive, affordable and relevant education to the learners' and ' to sensitive learners to national values' are the mission statement of the Governance.

Institutional practices in NEP implementation is through the faculty development programme is observed.

To establish as best commerce night college is its short term goal while to establish as multi faculty college is its long term goal.

To launch value added and skills employment programmes improving the employability

of students is the strategy of the college management. Formation of IQAC, undergoing assessment and accreditation by NAAC are the deployments of this strategies.
Functioning of the HEI bodies effective and efficient as viable a. Through policies b. Through administrative and c. Through appointment and service rules.

Institution implements of e-governance in its operations. Administration includes college website where notice displaying, rules – regulations, college information is displayed as part of e-governance.
Fees, dues, contributions, e-insurance, extension fees, renewal fees, continuation of affiliation fees are all operated with University through e-governance. The accounts, income – expenses settled through tally software with Auditors.
Students admission, student scholarship – freeship carried out on online as e-governance.
Examination form filling, examination hall ticket, evaluation is carried out only on online basis.

Institutional Values and Best Practices

Institute has respect for values and social responsibilities. As a part of social responsibilities, HEI has initiated the Gender Audit. The team of senior academician, young teacher and veteran principal of the HEI carried out Gender Audit of the college. The Gender Audit report read as – College is keen on gender equality, gender awareness and initiative for women empowerment. It is night college, even in such odd situation, college and management earned the faith of girl students, trust and parental belief that they are in safe hands for their physical, mental and intellectual well being.
HEI operates measures for the promotion of gender equality through curricular, co-curricular and extension activities.
The HEI has – Solar panel as alternate sources of energy and use of LED as energy conservation measures. Water harvesting system is one of the part of water conservation along with water conservation awareness banners at places. Plantation, potted plants, garden plants, green audit and green campus initiated by HEI. Campus is having ramps, rellings for barrier free environment of the disabled.
ISO quality audit, Green Audit, Environment Audit, Energy Audit, E-waste Management Audit are the quality audits were carried out by the college. It works as per suggestion, amendments for same.
College always take initiatives in providing an inclusive environment, tolerance and harmony towards cultural diversity, regional diversity, linguistic diversity; Communal, socio economic diversity and sensitization of students and employees to the constitutional obligation. FDP Constitutional Values, Plantation, Republic day celebration, Independence Day Celebration, Marathi Language Day Celebration, Hindi Day Celebration, Christmas Celebration, Dipawli Celebration, Ganesh Festival Celebration, admission irrespective to caste, sex, creed, social status, co education are some of examples of inclusive environment.

Institue follows many best practices. Two of those to mention are – Best practice I – Computer literacy to slum dwellers as a social cause and Best Practice – II is to Excel graduates in 'Tally' by no enrolment. Both Best practices are ICT based.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	JAI BHARAT COLLEGE OF COMMERCE NIGHT
Address	OB 8 (1-10) MULUND COLONY MULUND WEST MUMBAI 400082
City	MULUND MUMBAI
State	Maharashtra
Pin	400082
Website	www.jaibharatcollege.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	PREETI G KANITKAR	022-9324880873	9821288672	022-2567972 7	jaibharatcollege@yahoo.co.in
IQAC / CIQA coordinator	FELIX ANTHONY SAMI	-	9987642621	-	felix2741991@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Evening

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	University of Mumbai	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	OB 8 (1-10) MULUND COLONY MULUND WEST MUMBAI 400082	Urban	0.70425	916

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Commerce,	36	HSC	English	360	193

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				5			
Recruited	0	0	0	0	0	0	0	0	2	3	0	5
Yet to Recruit	0				0				0			

	Non-Teaching Staff			
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	2	4	0	6
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	2	0	4
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	1	0	0	1

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	107	1	0	0	108
	Female	87	0	0	0	87
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	14	17	10	18
	Female	11	12	11	11
	Others	0	0	0	0
ST	Male	1	2	0	0
	Female	0	0	0	1
	Others	0	0	0	0
OBC	Male	8	7	4	4
	Female	2	4	5	7
	Others	0	0	0	0
General	Male	127	142	109	114
	Female	79	62	75	94
	Others	0	0	0	0
Others	Male	1	1	0	0
	Female	1	0	1	2
	Others	0	0	0	0
Total		244	247	215	251

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	HEI has a Bachelor of Commerce course under the commerce discipline. Thus, the college has a Commerce department. It is ground for National Education policy 2020 flexibility in the selection of

	interdisciplinary course, which gives students more choice more options to develop abilities of learners in addition to these core disciplines multidisciplinary as well as interdisciplinary certificate diploma and value-added course were opted by student. The degree course in commerce is an indicator of institutional properness for NEP.
2. Academic bank of credits (ABC):	ABC - Academic bank of credits is one of the best features of NEP 20. It allows the students multiple entry and exit while in education, especially higher education in metropolitan regions like Mumbai, students can get multiple job opportunities, internship on job training options. This HEI made awareness to faculties as well as to students about the advantages of academic bank of credits. The learner may get a job or may have opportunities in the allied fields of course NEP -20 through ABC provide them that opportunity. Thus, the college is prepared to implement the academic bank of credit as per the guidelines of UGC and University of Mumbai. It will be a merit to students for career advancement.
3. Skill development:	This college has 1 discipline like commerce, discipline is meant for skill development in learners. The course is a professional course and skill development course. The college also carried out 23 value added certificate courses. These courses included computer proficiency, English proficiency, public speaking, and skill development. Institutional preparedness for NEP by means of skill development is already going on. The present attempt under this head by HEI shows institutional preparedness for NEP especially for skill development.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	HEI is situated in Mumbai. It is a metropolitan city. The students are of heterogeneous group of linguistics like Marathi, Hindi, Guajarati and varied. To integrate Indian teaching in the Indian language becomes very difficult. Teaching of Indian culture is always better and HEI follows it. HEI has a culture activity committee which always carries out Indian culture programs. In the commerce discipline, have Indian culture content. The attempt is made by HEI to integrate Indian Culture through courses like foundation courses. NEP Should Concern the problems of Integration of Indian languages in Mumbai like metropolitan cities. HEI has a good platform for online teaching courses because of

	covid-19 pandemic situation. It would be taken as a trial run for the online teaching learning process Institutional preparedness for NEP.
5. Focus on Outcome based education (OBE):	The HEI offers education through one discipline: one course. The discipline, the course and the program has CO and PO ie.. course outcome as well program outcomes. These course outcomes and Po's, are made as ware to each student, each teacher by incorporating it in syllabus set by University of Mumbai CO's and PO's, are also placed on institutional websites for every stakeholder. The course is paid for an outcome-based education while teaching & learning process in academics. The course syllabus has been designed by University of Mumbai. It is mostly with due consideration to socio-economic needs at large. It is the preparation of the University and HEI.
6. Distance education/online education:	This HEI is affiliated to the University of Mumbai. It's one of the premier universities having A++ NAAC Grade. It has served in education since 1857. This university has an online distance education institute known as Shankar Dindayal Sharma distance education institute. It runs over thousands of programs online. HEI has a guideline such as an iconic university for distance education with online mode affiliation to University of Mumbai which runs distance education courses for decodes means preparedness of each affiliated college for NEP-20 with distance education/online education. The pandemic situation in 2019-20 and 2020-21 underline the importance; prior to that, Mumbai University set a high bar in the field of distance education. This college is always prepared for NEP- 20 through distance education/online education mode.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	India is the largest democratic country of the world. Electoral system is the core System of democratic India. Right of Election to every Indian is the best civilian right provided by The Indian Constitution. Electoral literacy ensures maximum participation and informed and ethical voting. An Electoral Literary Club was formed on 15th August 2022. It is a

	platform to keep college students busy because of the Electoral rule. This ELC. carried out activities for Electoral Literacy.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Electoral Literacy club has the students' co-ordinator and Co-ordinating faculty members. The Students Coordinator and coordinating faculty members were appointed. Electoral Literacy club Formation date – 15-08-2022 Teachers Coordinator : Felix Anthonysamy Namita Parab Gaurav Mishra Students - Sutar Sunny Ramu Sartape Priyanka Rajendra Leo rubes Vincent Mary Khan Kahkashan Bano Israr Arjun Birendra Jaiswar Anita Baban Shinde
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Initiatives undertaken by the ELCs A-Voluntary contribution by the students in electoral processes. B-Voluntary participation of the students in voter registration of the students. C-Voluntary participation of the students in voter registration of the communities. D-Assisting the district election administration in conducting polls. E-Voluntary participation of the students in voter awareness campaigns. F-Voluntary participation of the students in promotion of ethical voting G- Voluntary participation of the students in enhancing participation of the under privileged sections of society such as transgender, commercial sex workers, disabled persons, senior citizens.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Participation of students in electoral awareness drives.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	ELC made efforts to register every student over 18 years to register as a voter.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
244	247	215	251	238

File Description	Document
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 6

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	2	2

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
15.38	12.44	8.88	15.00	12.29

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Night College – Jai Bharat Degree College of Commerce is night degree college. It is monofaculty commerce college.
? Curriculum Execution – HEI is affiliated to University of Mumbai. HEI executes and apply 12 different aspects in effective curriculum
planning and delivery.
? 12 Steps for Effective Curriculum Planning and Delivery –
1. Academic Calendar
2. Time Table
3. Teaching Plan of Department (Programme)
4. Teaching Plan of Each Course (Subject)
5. Chalk and Talk method of Effective Curriculum Delivery
6. Defaulters students list
7. Regular Class Test
8. Use of Library as learning resource
9. Internal Examination
10.Term End Examination
11.Project based Curriculum
12.Remedial lectures for slow learners
? Academic Calendar – The HEI takes initiatives to develop the academic calendar at the beginning of academic year. The importance of academic calendar in effective curriculum planning and delivery is as reminder of important events for students, teachers and every stakeholders as parents, management.

Time Table - HEI prepares time table for every day curriculum delivery for every class including the courses included in the
curriculum time table s for continuous internal curriculum planning continuous internal curriculum delivery and evaluation
and continuous internal assessment.
? Teaching Plan of Department (Program) - It considered the significant issues of curriculum, constraints, conditions and factors
of education. The HEI while preparation of teaching plan focus on essential objectives, goals and vision.
? Teaching Plan of Course Subject - Curriculum of each class divided into 5 - 7 Courses (subjects). Teaching plan of course wise is
prepared and distributed to staff as well as students as displayed in student's groups. It helps to provide students with the best
possible education.

? Chalk and Talk Method of Effective Curriculum Delivery - It is time tested, traditional method of teaching along with ICT method of
teaching. This aspect, process help to promote the students interest in course, subjects and programme.
? Defaulter Student List - HEI tries to ensure regular, active and positive presence of students and academics. It helps in improved
academic performance. Defaulter list and its follow up with parents improves attendance, discussions and assignment programmes.

? Regular Class Test – HEI holds regular feedback of Academic delivery by arranging regular class tests.
? Use of Library as Learning Resource - HEI has well maintained library with textbooks, reference books and e-library to access the
curriculum related study materials.
? Internal Examination - HEI promotes students to compulsory attendance of Internal Examination. It is net practice to students
before the term end examination.
? Term end Examination - The assessment as term end examination is scale to measure the effective way of curriculum delivery.
? Project Based on Curriculum - The HEI is keen to ask the students to prepare projects based on curriculum
? Remedial Lectures for Slow Learners - HEI pays more attention for slow learners so as to get maximum effective curriculum delivery. HEI puts special efforts of curriculum delivery for advance learners, slow learners and average learners.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 27

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 37.49

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
240	208	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

College organized the lecture series for Cross- cutting issues in 2021-22. The topics for the commerce are – 1. Meaning and need of professional ethics in commerce, 2. Professional Ethics and Professional Accounting System, 3. Code of Ethics and Professional Conduct in Business, 4. Professional Competence and Due care in Commerce, 5. Professional Behaviour in Corporate World, 6. Meta Ethics and Perceptive Ethics in Indian Share Market, 7. Professional Characters and Ethical Values in Accountancy. In this lecture series 248 students participated, 04 teachers and 05 Non – teaching staff attended.

College organized 06 days workshop on cross cutting issues on Gender Issues in Commerce. It was held in 6 Sundays workshop of July '22; Aug '22 and Sept '22. Workshop was for B.Com I, II, III students, teaching staff and non-teaching staff. The topics for Gender issues in Commerce are 1. E-Commerce from a Gender and Development Perspective, 2. Trade and Gender, 3. Gender in accounting research, 4. Towards Gender Equality : Accounting for change, 5. Secretarial Practice and the Gender Question, 6. Reinforcing Gender in Segregated and integrated Occupations. In this workshop 282 students participated, 04 teachers and 04/05 non-teaching staff shown their valuable presence.

College organized 06 days workshop on cross cutting issues on Human Values in commerce. It was held in 6 Sundays workshop of Oct '22; Nov '22 and Dec '22. Workshop was for B.Com I, II, III students, teaching staff and non-teaching staff. The topics for
Human Values in Commerce are 1. Human Values in Business, 2. Importance of Human Values in Commerce, 3. Human Values is key to meaningful e-commerce, 4. Human Value Inclusion in Financial Statements, 5.Methods to account for values in human, 6.
Human Resource Accounting – Human Values. In this workshop 282 students participated, 04 teachers and 04/05 non-teaching staff shown their valuable presence.

College organized 06 days workshop on cross cutting issues on Environment and Sustainability in Commerce. It was held in 6 Sundays workshop of Jan '23; Feb '23 and March '23. Workshop was for B.Com I, II, III students, teaching staff and non-teaching
staff. The topics for Human Values in Commerce are 1. Business and Environment, 2. Environmental Values in e-commerce,3. Environment and Sustainability in Industrial setups, 4. Sustainable Development Goals and the role of the Accountant, 5. Green Accounting System and its importance, 6. Financial Management and Environmental Sustainability. In this workshop 282 students participated, 04 teachers and 04/05 non-teaching staff shown their valuable presence.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 71.72

1.3.2.1 **Number of students undertaking project work/field work / internships**

Response: 175

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 76.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
86	110	83	96	86

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

2022-23	2021-22	2020-21	2019-20	2018-19
120	120	120	120	120

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 76.67

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2022-23	2021-22	2020-21	2019-20	2018-19
85	110	83	96	86

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

2022-23	2021-22	2020-21	2019-20	2018-19
120	120	120	120	120

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 122

2.3 Teaching- Learning Process

2.3.1

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

Response:

Student centric methods means learner centered education. HEI Promotes and actively involved in student centric methods such as experimental learning. Participate learning and problem solving methodologies.

HEI focus on experimental learning while dealing with teaching learning and evaluation process. Experimental learning creates active engagement opportunities while increasing motivation and interest learn. Students with experimental learning feel empowered to use their knowledge and skills in contexts that will help in their career development. Industrial visits, field visits, projects, Internships are some of the teaching learning process. Industrial visits as a part of the experimental learning provide to students an insight into the real working environment and to interact with trained experimental personnel.
HEI Organized industrial visit of commerce students. Projects are made compulsory to first year and second year B.COM students in
curriculum by university of Mumbai. The project work is basics of experimental learning. It helps students to develop ability to communicate effectively with others to develop deeper engagement and interaction with learning content. HEI deals with Internship as
experimental learning as it provides access to a variety of tasks and creates a professional network. About 60-70% students made compulsory to undergo project.

Institution deals with participative learning which benefits to students for development of higher leadership skills, HEI asks students to participate in seminars presentation and workshops as a part of teaching learning process. It promotes student faculty interaction. It also increases the student retention self-esteem and responsibility.
Teaching learning process is bi way process, interactive process and participative process where learner and teacher actively interact for knowledge.

The classroom deals with group of discussion while teaching learning process. It helps to student to develop critical thinking skill improve communication skills increase selfconfidence and build network.
Problem solving methodologies applied by HEI in teaching learning process.
College promotes the research activities for students under guidance of teachers as mentor. HEI organizes workshops, conferences, seminars, workshops for teacher's students. It builds the stage daring; communication skills increase the self-confidence.
Evaluation is measure for the outcome of teaching-learning process. College conducts evaluations for evaluations of their own to improve college performance. It fosters creative spaces of learning.
HEI insists to use of ICT in teaching-learning. It has ICT infrastructure such as 100% classrooms with ICT enabled classrooms. ICT based computer laboratories, Wi-Fi campus Routers, Servers, Internet with 100Mbps network. These ICT facilities applied used by teachers to increase classroom knowledge improves concentration and comprehension.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 83.33

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	2	2	2

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 10

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

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

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awareded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

2.5.1 – mechanism of internal/ external assessment
A. statutory examination committee.
B. unfair means circular by university of Mumbai
C. internal/external examination ordinance.
D. internal/external examination assessment remuneration.
E. revaluation / rechecking / Xerox copy of answer sheet as a means of examination transparency.
F. exam redressal of SOP for unfair means by students:
a. student's application
b. jr. supervisor's application
c. exam committee discussion.
d. time bound communication to students for complaint of students.
G. examination evaluation:
a. prescribed for me distribution to students for evaluation.
b. time bound – the plea of student to answer within 7 days.
H. ATKT examination for students as a chance to improve.
I. additional examination or out of term examination on basis of medical ground or any justifying reason.
J. timely resort declaration for students.
K. in academic year 2019-20 and 2020-21(first half) due to COVID-19 pandemic situation, there was online examination, therefore, there was no evaluation – rechecking and Xerox system of marks.
L. HEI has mechanism of assessment in transparent because there is provision of rechecking revaluation and even though Xerox of answer sheet.
M. HEI has grievances redressal system is time bound & efficient because, HEI answers within,15 days of the grievances.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Programme outcome
PO 1: apply the concepts related to Commerce, Accountancy , Economics , Management and other allied subjects in various commercial fields.
PO2: analyse and interpret the financial statements and accounting activities involved in the business.
PO3: ANALYSE THE appropriate legal compliance in the various sectors of economy.
PO4: demonstrate leadership and team building traits to face the competitive business environment .
PO5: value the environment sustainable development projects and contribute towards a green society.
PO6: Design and construct an innovative business model and develop entrepreneurship skills.
PO7: Apply ethics and value taught in workplace and personal dilemmas.
PO8: develop a strong foundation for industry specific skills to purse better career prospects.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Attainment of CO/PO —
Attainment is the action of achieving a standard result.
Co/po attainment tools — there are two types or tools or programmes for CU-PO attainment a s
A. Direct attainment method.
B. Indirect attainment method.
1. Direct attainment method — lt involves performance of students in the continuous internal assessment

(tests. Seminars. project. research, internal exam and term end examination).

2. indirect attainment method — li involves surveys or' students. parents. alumni. employee and employer.

• Steps for CO-PO mapping —

o Step I – To obtain CO/OP

o Step II – Setting Weightages

o Step I lI — PO. CO measurement through assessment.

o Step lV — PO. CO measurement through feedback.

o Direct assessment method and end semester examination assessment ate considered for 80% and20% u Weightages respectively.

o Indirect assessment (20%) and term end examination (80%) Weightages taken for attainment.

3. The Rubrics considered as given he to» :-

a. Attainment level I — 60% of students score more than 40% marks.

b. Attainment level 2 — 70% of students score more than 40% marks.

c. Attainment level 3 — 75% of students score more than 40% marks.

d. "the total attainment is the sum of 20% of' internal attainment and 80% university attainment.

e. Indirect assessment is done through programme end survey and alumni survey (50% each Weightages)

f. CO attainment — T. Y.b. Com VI Sem result to refer of 2022 -23

The procedure to calculate the attainment of CO, PO by using rubrics — Direct — indirect method.

In Sum VI of 202 2 -23, total no. of students is 58 Out of these 22 students get passed. The analyse of result of T. Y. B. Com Sem VI of 2022 -23 shows that out 58 appeared 22 candidates passed the examination.

CO/PO attainment is also done at internal examination level For that purpose, CO- I (paper I) to CO-6 (paper VI) i.e. course (paper) are considered for assessment. The assessment year 2022-23, T.Y.B.Com. Sem VI examination. For each Course-I to Course-VI. 58 student appeared. Out of 58 appeared candidates in each course 38 candidates passed the internal examination. It also counts to 96% of total % of students w h o passed means secured minimum 40% marks. As per the rubrics attainment level three is attained because more the 37- 67 % student's attainment is achieved. Thus, direct attainment of PO+CO is over 96% with term end

examination and internal examination.

Indirect attainment is done through programme end survey and alumni survey. In this method the 50% weightage as given to the present stakeholders & 50% weightage to alumni that is past students. The feedback of stakeholders was collected. analyzed and

found that over 37- 67 % of stakeholders are satisfies with 3 7 - 67 % of stakeholders are satisfied with curriculum length, knowledge, content and its outcome. The total attainment of CO-PO by direct and indirect method is over 37.93%.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 74.67

2.6.3.1 **Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
22	64	49	70	22

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
58	66	54	86	40

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.69

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 **Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

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

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Jai Bharat College of Commerce (Night) provides and reaching ecosystem for inculcating research on innovative approach amongst the students and staff by taking several initiatives for creation and dissemination of knowledge at management and college level through financial technological and infrastructure support and faculty level by providing platform through events program seminar workshop skill base courses and research publications for creation and transfer of knowledge. The details are as under: Research Infrastructure: Jai Bharat College of Commerce (Night) demonstrated a markable commitment to fostering research and innovation within its academic community. A testament to this dedication was the organization of a highly impactful national conference, where the college served as a platform for the exchange of knowledge and ideas. This conference facilitated the publication of research papers in International Journal of Advanced Research in Science, Communication & Technology (IJARSCT) authored by both the colleges own esteemed faculties and talented students, as well as scholars from various other institutions. By showcasing the diverse range of research topics and

perspectives, this event not only highlighted the college's role in driving academic advancement but also emphasized its collaborative spirit in promoting scholarly discourse and growth. In this vibrant atmosphere of intellectual engagement, Jai Bharat College of Commerce (Night) not only nurture its own student's thirst for knowledge and innovation but also contributed to the broader academic community.

Academic Year 2022-23: In this Academic year the collaborative efforts between students and faculties of Jai Bharat College of Commerce (Night) to publish 52 Research papers in the IJARSCT was driven by several key objectives. By involving both students and lecturers in the research and publication process, the college sought to cultivate an environment that encourages intellectual curiosity, critical thinking and academic exploration.

Awareness on IPR : We have conducted sessions on awareness on IPR. Faculties and students participated in that workshops.

The objective of the intercollege session conducted in the year 2022-23 was to introduce both students and faculties of Jai Bharat College of Commerce (Night) to the essential concepts of Intellectual Property Rights (IR) and their profound relevance in the field of entrepreneurship. By establishing a foundational understanding of IPR, participants were equipped with the necessary knowledge to protect their innovative ideas, creative expressions and proprietary knowledge in the entrepreneurial journey. The session aimed to develop a culture of innovative thinking among attendees. By explaining the significance of IPR, the objective was to inspire participant to think creatively, generate novel ideas and develop solutions that have the potential to be transformed into valuable intellectual property assets. The linkage between IPR and entrepreneurship was emphasized, encouraging participants to recognize the role of intellectual property in shaping successful business ventures. The aim of the session was to educate attendees on the various types of IPR.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 20

3.2.2.1 **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	2	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 8

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	0	0	0	0

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

3.3.2

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

Response: 0

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in**

national/ international conference proceedings year wise during last five years

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

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

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Extension Activities – HEI has functional, active unit at 'National Service Scheme'- NSS. Its motto is 'Not me, but you.' It means that essence of democratic living and upholds the need for self-less service. Extension activities through NSS helps the students to develop an appreciation of other person's point of view and also show consideration to other living beings.
B. Outcomes of Extension activities in HEI –
i. Student understand the community in which they survive, work and to understand the society.
ii. Student understand themselves, students analysis, asset themselves in relation to their community, their society and their family as a nation.
iii. Students get understand and identify the needs and problems of the society, of the community. Students start to involve them in problem solving process.
iv. Students understand to overcome, solution, involvement in community problems. It helps to develop critical analysis of students. It develops action taking decision of students.
v. Students understand to develop in themselves a sense, abilities, skills, attitude of social and civic responsibilities.
vi. Students understand the skills by which their knowledge to utilize in finding practical solution to individual and social-community problems
vii. Students understand the method to develop competence required for group living and sharing of responsibilities.

viii. Students understand about gain of skills in mobilizing community participations, social involvement to guide and overcome the problems.

ix. Students understand about the development of leadership qualities and democratic attitude, for the family, for the community and ultimate for the nation.

x. Students understand the skills, gesture, attitude, capacities and capabilities to overcome, face and meet emergencies disasters can be natural and man-made.

xi. Students understand the unity in diversity of society to nation for national integration and the social harmony.

xii. Students understand that participations in extension activities is voluntary, however, once enrolled then it should be disciplined.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Awards and recognition received for extension activity - **NIL**

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.3

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

Response: 26

3.4.3.1 **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
9	3	1	4	9

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

3.5 Collaboration

3.5.1

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

Response: 20

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The infrastructure, physical facilities, ICT facilities, facilities for extension activities means to inculcate enthusiasm in students, parents, faculties to serve, individual, society & nation.

Infrastructure present in Jai Bharat College of Commerce (Night) presented in four utility discussions as –
 A – Infrastructure for academic
B- Infrastructure for administration
c- - Infrastructure for central amenities.
D- - Infrastructure for extension activities.
A – Infrastructure for academic - Jai Bharat College of Commerce (Night) has ICT enabled classrooms, Examination room, Knowledge resource library with internet facilities and staffroom Dedicated to teachers. Jai Bharat College of Commerce (Night) has computers
exclusively for students in computer laboratories. regular exams are conducted for the smooth functioning of the academic. students are notified for each and every exam beforehand.
B- Infrastructure for administration - Jai Bharat College of Commerce (Night) has spacious chamber for the head of the institution (principal). sufficient spacious administration office, spacious space as waiting lounge admin office has PC's dedicated to admin staff. Jai Bharat College of Commerce (Night) has specific reception area, NAAC room are special areas for administration. the administration helps, the students in many ways for their admission, bonafide certificate, transfer certificate, leaving certificate, admitting them in the university of Mumbai, etc…

Infrastructure and physical facilities
1. Principal cabin
2 Conference room
3 Ground
4 Staff room
5 classroom
6 Administration office
7 Library reading room
8 WDC/ Girls common room
9 NAAC room
10 Examination room

11 Multipurpose hall
12 Solar
13 NSS ROOM
14 Cultural room
15 Compost
16 Professor lockers
17 Cupboard
18 Gymkhana
19 Drinking water
20 Ramp
21 Inverter
22 Computer lab
23 Study room
24 Light , fans & benches.

Infrastructure and ICT facilities
1 45 TOTAL PC'S
2 Printer scanner
3 Internet – 100mbps
4 Projector
5 Laptop
6 AC
7 UPS
8 CCTV
9 WIFI
10 RESULT SOFTWARE

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 5.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.86	0.69	00	0.86	1.31

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library is a knowledge of resource for college. library play an essential role in student-teacher communication. library provides access to information and resources, supporting literacy and education, promoting lifelong and scoring as community gathering space for learners, intellectuals.

Library automation is done with e-Granthalaya software system. Library uses an integrated Library Management System (ILMS) with e-Granthalaya software. Library has tremendous e-resources. it has an open education resources database as sway am, swayamprabha, NDLL, library is a member of NDLI- National Digital Library of India. Open access Journals are over 100rs. E-Journals are available with free access. There is no need to expense the subscription. Library has free subscription of English newspaper and Marathi newspapers. On the other hand, NAAC promotes ICT and second hand to ask for hard copies and subscriptions. College promotes the NAAC guidelines of ICT & advanced internet facilities. Library promotes the open access of journals, newspapers,

databases, reference books and all the types of study material. Library has free e-book links. The magazine subscription is for 5. It has open access to e-books for all core, inter-disciplinary, elective and audit courses.

LIBRARY RESOURCES
A. COLLECTION OF DOCUMENTS
1. Reference Books – 650
2.Textbooks – 2872
3.Question Papers – Regular - Last 2 Years
ATKT – Last 3 Years
4. Newspapers – 2
English -Times of India – 1

Marathi – Maharashtra times - 1
5.Magazines – Nil
B. LMS SOUL 3.0
C. SERIVES PROVIDED
? Accession
? Circulation
? Cataloguing
? Tracking
? Record And Maintenance
D. LIBRARY WEBSITE - jaibharatcollege.org/index.php/welcome/library
E. SEATING CAPACITY - 30

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

Institution frequently updates its IT Facilities & provide sufficient bandwidth for internet connection.
IT facilities including Wi-Fi with data and nature of updating, available bandwidth with college are :
? IT facilities in TEI
? Wi-Fi facilities in TEI
? Wi-Fi nature of updating
? Wi-Fi facilities available internet bandwidth.
? IT facilities Updating by HEI
IT facilities in TEI: It has over 25-40 ICT facilities which are regularly updates to keep the pace with information world TEI has ICT/IT such as routers, data packets their intended IP address as the nature, equipment- telephones, close computer network, and internet services. TEI has advanced computing facilities such as application server, database server ICT/IT technology requires basic electrical supply.
TEI has provision of electrical supply. Adani electricity is a prime electricity supplier. TEI has vigilance by CCTVs provided by AVN InfoTech Pvt Ltd. TEI has ICT enabled class rooms & laboratories as IT facilities. servers are available as a data backup system.
Institute has Wi-Fi for free access of internet institute has wired access of internet provided by JOISTER ONE BROAD BAND

IT facilities Updating by HEI: admission, academics, administration and examination are student support activities are TEI regular activities. All these activities are performed by IT facilities. college governance is also done by assigning ICT facilities. It underlines the update of IT facilities in college.

Computer laptops are updated with hardware- RAM processors, digital, mouse, keyboard, high configuration of PCs. anti –virus system updated on a regular basis. Formatting of PCs done on a regular basis daily weekly monthly for checking. every electric and electronic device of ICT ARE CHECKED by IT technicians. Cleaning dusting proper cooling (ACs) are also looked into while updating

ICT facilities, CCTV & IT follow- ups. Institute has Wi-Fi for free access of internet institute has wired access of internet provided by

JOISTER ONE BROAD BAND. Wi-Fi available internet bandwidth- TEI has internet service as - JOISTER ONE BROAD BAND

Wi-Fi nature of updating: upgrading Wi-Fi on regular basis helps to increase speed of internet. quicker response of Wi-Fi updating helps in less drops or disconnection. It increases the life of the Wi-Fi network.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3.2

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

Response: 11.09

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

Response: 22

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

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 7.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.11	0.39	0.25	1.22	0.91

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 33.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
80	125	111	36	52

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

1. *Soft skills*
2. *Language and communication skills*
3. *Life skills (Yoga, physical fitness, health and hygiene)*
4. *ICT/computing skills*

Response: E. None of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 20.75

5.1.3.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
73	95	80	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 53.3

5.2.1.1 **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
18	22	13	55	13

5.2.1.2 **Number of outgoing students year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
22	64	49	70	22

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document]()
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	[View Document]()
Institutional data in the prescribed format	[View Document]()
Provide Links for any other relevant document to support the claim (if any)	[View Document]()

5.2.2

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

Response: 0

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

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document]()
Institutional data in the prescribed format	[View Document]()
Provide Links for any other relevant document to support the claim (if any)	[View Document]()

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 1.6

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	0	0	1

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

There is a registered alumni association that contributes significantly to the development of the institution through financial and /or support services.
Alumni are the students who are graduate, passed out, established as entrepreneur or as service person. Alumni are the asset of this institute.
HEI has alumni engagement, active participation and very close association. The alumni and HEI association is strong with thick bond. It is not registered.
The significant contribution of alumni to the development of the institution is through intellectual support kind.
The alumni with IQAC jointly organized capacity building and skill enhancement initiatives.
Alumni organized soft skills development programmer as student development programmer over a week session. The alumni with IQAC organized online mode, YouTube videos knowledge built programmer it was for F.Y.B.Com., S.Y.B.Com. And T.Y.B.Com., the
enthusiasm of alumni is very appreciable.
IQAC and alumni jointly organized eight days SDP programmer on soft skill development for B.com students of first , second and third year . It scheduled from 20th july to 27th july 2021.
Communication skill development programme for students was conducted by IQAC with support of alumni. The programme was online mode, open for F.Y.B.Com., S.Y.B.Com. And T.Y.B.Com students . Programme duration was 15th sept 2021 to 21st sept 2021.
Some of alumni members organized SDP in mrach 22 , about ICT skill development for all students of HEI . The alumni organized such awareness programme reguardingto capacity building programme with more than every student of that academic year, its very innovative session where student participated in the activity . The alumni belongs to commerce programme . The major focus to alumni to guide current students on entrepreneurship . How to startup business.

The alumni students took initiative to engage session on competitive examination for present students . The alumni along with competitive exam types, preparation advantages and studies How to become IAS after 12th, Way To Recall Studies , Best Strategy Of Study To face Competitive Exam , How To Crack Any Competitive Exam Without Coding , Best English Book For All Competitive Eaxms, Roadmaps Of Toppers , Top Competitive Exams , etc ., are topics on which hei along with alumni organised workshop session for present students . Almost every students of b.com 0f 2022-23 viewed the vedios/session and learned about competitive examination.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)	

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

It is a night college, affiliated to University of Mumbai. History may not be course offered at Jai Bharat group of institutes, but its story itself is history. In 1947/1948, Sindhi Hindus were forced leave their mother land on account of partition, as Sind become part of Pakistan. Central government rehabilitated them in Military barracks located at out skirt of Mulund. With advent of time these barracks were converted in cluster of houses known as Mulund Colony. Sindhi community known for their entrepreneurship and business acumen ship gave top priority to education along with other basic needs @ food, clothing and shelter. Residents of Mulund Colony at that time formed a trust under name of Education Board Mulund Colony with an aims and objects to provide education facilities to wards of all the residents of Mulund irrespective of caste, creed or community. Trust initially started secondary school in the name of Jai Bharat High School in year 1950, with Sindhi as medium of instruction in taking into accounts the needs of the residents at that time, has now expanded into providing educational facilities right from pre-primary to graduation level. With taking over chairmanship of trust in 1987 Shri Inder Bhatia with his dedication and devotion he expanded institute by adding junior college of commerce and science, Degree College, accredited center for secondary, higher secondary for National Institute of opening schooling New
Delhi for those who can carry out their education through informal schooling system. Jai Bharat also is authorized center for Yashwantrao distance education university Nasik. Jai Bharat College is affiliated with Mumbai University. The trust in the name of Education Board Mulund Colony was formed in the year 1950 to cater to the education needs of immigrants who migrated from sind Pakistan in the year 1948 & 1949, who were rehabilitated in Military Barracks made available by Central Government located in extreme end of Mulund town. The Trust is registered as public charitable trust with Charity Commissioner Mumbai region
under No. F-556. The aims and objects of the trust are to provide education facilities to all the residents of Mulund irrespective of Caste, Creed or Community. Trust initially started with secondary school in the name of Jai Bharat High School with Sindhi as medium of instruction in the year 1950 taking into account the needs of the residents at that time. Trust has emerged out as one of primer education provider running schools and colleges providing education right from pre-primarily level to graduation level in Mulund.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

I. The Institutional perspective plan is effectively deployed:
The set of the following objectives are identified to be achieved through this perspective plan
1. To up hold continuously good academic performance with hundred percent results.
2. To inculcate learner centric and effective teaching learning process.
3. To ensure transparency and credibility in the process of students evaluation.
4. To develop a comprehensive system of student mentoring and student support.
5. To take care of horizontal and vertical upgradation of students considering the limits of time and expectations.
6. To create a research culture in faculty and students.
7. To launch value added and skills development programmes improving the employability of students.
8. To motivate students for self employment and to enable them to emerge as entrepreneurs.
9. To involve a friendly, efficient and flawless administrative setup ensuring a smooth day to day functioning.
10.To empower faculty about emerging trend in their profession for academic advancement.

Plan of action
The IQAC proposes the following plan of action :
1. The IQAC shall motivate the students and faculty towards research activity.
2. Attendance norms shall be enforced strictly for better academic results.
3. Practice test can be conducted before the university exams so as to assess the students and help them to improve and perform better in the University exam.
4. Guest lectures should be organised by inviting experience to faculty from other college who can guide students for exam preparations.
5. The IQAC shall work on devicing strategies to help slow learners and improving their academics.
6. IQAC propose to organise faculty development programmes and also to send faculty to other college is for attending the same needed.
7. The result of internal evaluation shall be displayed or notice board for more transparency in the evaluation system.
8. IQAC proposes to improve the ICT enabled teaching method.
9. Jai Bharat College of Commerce (Night) shall plan to organise inter collegiate competitions to facilitate exposure to the students through inter College participations. More value added certificate courses shall be planned and introduced.
10.The placement cells all plan to achieve maximum placement.
11.Student shall be motivated to pursue higher education.
12.Jai Bharat College of Commerce (Night) proposes to improve the campus infrastructure to make at a more environment friendly and greener campus.
13.The student council shall be more active and participated and decision making

14. Introduce soft skill development program for non-teaching staff.
15. The college should conduct more inter collegiate competitions for the student.

The IQAC shall continuously drive to achieve the goals and objectives of the perspective plan keeping the vision and mission statement of Jai Bharat College of Commerce (Night) in view.

II. Functioning of the Jai Bharat College of Commerce (Night) bodies effective
and efficient as visible :
A. Through policies
B. Through administrative setup
C. Through appointment and service rule.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

1. **Administration**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examination**

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Existing welfare measures for teaching and non – teaching are as
follows :-
1. Employment
2. Salary
3. Secure Workplace
4. Limited work hours
5. Platform to excel
6. Library as knowledge resource
7. Identity in society as a teacher
8. Soft skill development
9. Creative progression
10. Career Development

Employment - It is a significant welfare measure by the education trust, management. The trust provided employment to many teaching staff as well as non-teaching staff.

Salary – To meet needs of income and expenditure in non – granted institutes, self-finance institute is very difficult. The management can not provide all welfare measures like 'amount' of salary to the employees. Even though, governance body pays respectful salaries to all employees.

Secure workplace – The college, is providing a secure, tension free, pollution free workplace to employees. To work under tremendous
work pressure in industries is very stressful. In Jai Bharat College of Commerce (Night) work pressure is comparatively less, no shift duties, no fixed timings of work to get complete.

Limited work hours - Every Sunday – Holiday; National, state celebrations are holidays, festival breaks, festival – traditions celebrations with students in the limited work hours – 5 to 7 work hours wok. It is a welfare measure for the health of employees.

Work culture – Management provide employment to staff in such work culture were only 'Youth' energy is preferred. It helps to develop
personality, skill development being an educational work culture.

Platform to excel - Teaching is a noble job, teaching is a white collar job. It provides a platform to excel for the employees while teaching.
Teaching means he/herself is learning first. This learning everyday for every academics, every class, various subjects to excel himself or herself.

Identity in society as teacher - Teacher's identity is an evolving process of negotiation and interpretation within the context in the
classroom and their social positions. Understanding a teacher's professional identities is important because they are sources of
meaning for them. It is a rational and emotional aspect which is not quantitative. The management provides the identity in society as a
teacher.

Soft skill development – Teacher everyday improves himself/herself.

The soft skill development such as vocabulary, presentation, knowledge, teaching skill, etc. develops. It is due to management who

appoints the teaching staff.

Creative progression – Teaching skills progression, research skills progression, communication skills progression are welfare measures to the teachers.

Career Development - Junior clerk to senior clerk to Admin in-charge are career advancement. Similarly, Assistant Professor to Associate Professor to Professor are the career advancement indirectly provided as welfare measures for staff.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

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

Response: 70

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	2	2

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

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 15

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
6	0	0	0	0

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	6	6	6

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Strategies for optimal utilization of resources and funds
? Finance Committee : HEI formed the finance committee to monitor optimum utilization of resources and funds.
? Purchase Committee : Quotations are invited from vendors for purchase of requirements of HEI.
? Budget Committee : The Principal along with accounts, admin and finance, purchase committee consultation, the budget for financial year is prepared optimal utilization of resources and funds.
? Concern of Management : At major steps the principal always concerns the management for directives and decisions.
? Accounts and Audit : To check and verify the finance, purchase, expenses and income, resources and funds HEI appoints the statutory auditors – Internal as well as External Auditor.
? To Promote Academics : HEI has strategy for optimal utilization of resources and funds to promote academics, ICT facilities, library facilities, laboratory equipments, laboratory needs, staff salaries and staff and student welfare.
? To promote research activities
? To promote teaching learning enthusiasm
? To promote extension activities, social activities
? To promote distinctiveness of institute, best practices for students.
? To promote quality education by undergoing assessment and accreditation process (NAAC).

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The Internal Quality Assurance Cell (IQAC) was established at Jai Bharat College of Commerce (Night). The IQAC has been constituted as per the recommendations of the National Assessment and Accreditation Council (NAAC). The he IQAC ensures the effective implementation of quality initiatives through continuous reviews and periodic meetings. The IQAC works towards
attaining excellence in all academic and administrative endeavours of the institution.
The Internal Quality Assurance Cell (IQAC) is an administrative body that is responsible for all quality matters in an institution. It is the prime responsibility of IQAC to initiate, plan and supervise various activities that are necessary to increase the quality of education imparted in the college. The IQAC plays a pivotal role in promoting quality standards in teaching, learning and evaluation.
It also encourages self-evaluation, accountability and undertakes quality-related research studies, consultancy and training programmes.
IQAC – Vision:
To ensure quality culture as the prime concern for the Higher Education Institutions through institutionalizing and internalizing all the initiatives taken with internal and external support.
Objectives:- As per guidelines of NAAC the objectives are:
? To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.
? To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

Functions::
? To Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution.
? To Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
? To Collection and analysis of feedback from all stakeholders on qualityrelated institutional processes and dissemination of information on various quality parameters to all stakeholders.
? To organization of inter and intra-institutional workshops, seminars on quality-related themes and promotion of quality circles.
? Periodical conduct of Academic and Administrative Audit and its followup.

? To develop strategies for curriculum delivery, quality in teaching-learning and research.

? To facilitate the creation of a learner-centric environment conducive to quality education and faculty development to adopt the required knowledge and technology for participatory teaching and learning process.

? To organize international/national/state/university level workshops, seminars, conferences on quality related themes and promotion of quality circles.

? To document of the various programmes/activities leading to quality improvement.

? To Act as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices.

? To develop and maintain institutional database through MIS for the purpose of maintaining /enhancing the institutional quality.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Report on objective of Gender audit
B Gender Audit at co - curricular activities
[B-1] Gender equity in Research -
College has a Research - Innovation Incubation centre. It is having equal opportunities for both genders for review at literature, experiment, collection of primary data for research paper writing and research paper publication with more than 50 % girl students involved in research activity and National Conference .
[B-2] Project Preparation - There is equal emphasis given for project preparation. The project is based on the syllabus . The students irrespective of gender participation in the project preparation . The Project helps in better understanding of the curriculum .
[B-3] Presentation - Equal opportunities are provided to male students and female students as gender equity .The power point presentation , the use of ICT seminars are part of co - curricular activities , where both genders justify on the same platform .
[B-4] Internship - Learning of Application of college knowledge on the professional scale in initial days of career is internship . Equal opportunities are provided to both genders especially female students motivated for attending Internships within solving their problems if any.
[B-5] Practical Presentation - Performance of practicals , preparation of practicals , especially ICT practicals , Management practicals made compulsory to both the genders. The management practicals mostly related to software base are always made available equally to male students as well as female students .IT justifies the gender equity . It underlines the positive approach of Institute towards the gender equity.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

    1.**Alternate sources of energy and energy conservation measures**

2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. Green audit / Environment audit
2. Energy audit
3. Clean and green campus initiatives
4. Beyond the campus environmental promotion activities

Response: B. Any 3 of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

India is a secular country. In India there are different religions, different cultures, differentlanguages and regions. There is diversity in India. The beauty of India is the people here respect one another, respect every religion, culture, languages and regions. Every Indian lives in spirit of love and brotherhood.
Institution is a mini India, where students of different cultures, different languages,different religions and different regions are enrolled.
College always take initiatives in providing an inclusive environment, tolerance andharmony towards -
A. Cultural diversity
B. Regional diversity
C. Linguistic diversity
D. Communal socioeconomic diversity
E. Sensitization of students and employees to the constitutional obligations.

A. Tolerance and harmony towards cultural diversity - in the curriculum, the topics, lessons are related to cultural diversity harmony. College celebrates Ganesh festival,Eid festival, Diwali festival, Onam, Pongal, Parshi day, etc.
B. Tolerance and harmony towards regional diversity - HEI admits students fromdifferent regions as respecting the Indian regional
biodiversity. HEI celebratesMaharashtrian, Konkani, Goanese, Keralait, Rajasthani, Kashmiri, Punjabi celebrations showing sensitivity towards tolerance and harmony.
C. Linguistic diversity - The HEI itself is 'Linguistic Minority Institute'. This college's management, principal, staff etc were born to respect the linguistic diversity of thestudents', parents, employer & employees.

D.Communal socio-economic diversity - HEI do not discriminate against any student onthe basis of communal socio economic differences.

Sensitization of students and employees to the constitutional obligations - HEI organized a faculty development program for

teaching and non-teaching staff. It i for constitutional obligations such a constitutional values, rights, duties andresponsibilities of

citizens. Institute involves social harmony in the campus.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Best practice 1
1. Title of the best practice - Computer literacy to slum dwellers as a social cause.
2. Objectives of the practice
A.Intended outcomes
Computer literacy to minimum 50 students especially from slum area Maharashtra Knowledge Corporation Limited MKCL is promoted by the department of higher and Technical Education of Maharashtra. It was incorporated under the companies act 1956.
MS-CIT Maharashtra state certificate in information technology is its computer literacy course run by MKCL.
MS-CIT is the most popular IT literacy course in Maharashtra.
Intended outcome it's to provide an MSCIT course to slum dwellers as a social cause.
B.Underline principles of this practice -
Computer literacy enables individuals to produce digital content.
Computer literacy enables the individual to interact with every sphere - education, profession, social and research.

3. The context –
A.The contextual features -
Need of ICT in present contact is in every walk of life.
ICT can be achieved through computer literacy, by learning the "basics to advance" computer processing.
MKCL's MS-CIT course is the best course for learners.
The basic to advanced certification course is recognised by the state government.
Computer literacy by the standard MS-CIT (government recognized) are the contextual features of this

best practice.

B. Challenging issues -

While designing and implementing this practice College faced certain challenging issues such as -

1. Computer - to provide computer facilities to run such an important MS-CIT computer literacy course.

2. Computer expert or tutor - to teach computer literacy not only requires computers but also requires the computer expert or computer teacher - tutor.

3. Learners - the learners from low-slum dwelling areas to address and counseling are challenging issues.

4. The practice -

A. The practice - the institute of systematic planning for this practice. The HEI has a junior college wing. The HEI took the permission of MS-CIT computer literacy from MKCL officials. The well-equipped laboratory with minimum 30 computers is a basic

requirement to get affiliation from MKCL to run the course MS-CIT. The Junior College affiliation is the secondary requirement. Thus, the management took initiative to get affiliation and permission by MKCL to run the MS-CIT computer literacy course which is unique as it develops ICT learners with better skill in computer software as well as computer hardware.

? The institute has an IT tutor in junior college. The HEI made available its own computer laboratory for this practice. Thus, computers are made available with computer teachers who may work as knowledge researchers.

? The NSS students of college, the staff and parents to initiate a publisher, advertising course, which are provided 'free of cost' to those staying at low areas. In the 2022-23 academic year about 50 such students were selected by such a Pro team.

? The students belonging to different areas with different low economic and educational backgrounds is a considerable aspect while practicing the 'best' practice.

? The evening batches were decided with concern, with discussion with the learners, teachers and availability of computer laboratories.

B. Constraints / limitations -

1. Computer laboratory - Made available by HEI with prior consent of management.

2. Free of cost - the entire course is taught free of cost by the HEI. The tuition fee is not charged by the HEI. The MKCL MS-CIT charges for examination registration fee and examination fee. The only concern was this minimum amount as MKCL charges to be paid by students.

3. Computer teacher - HEI itself provided its own computer expert as computer teachers for this noble cause of education.

5. Evidences of success -

The list of students who appeared for computer literacy courses (at free of cost) is the evidence of success.

The photograph of students appearing for teaching, learning and examination is the evidence of success.

Best practice 2

1. Title of the best practice - to excel, graduate in 'Tally' by having no emolument.

2. Objectives of the practice -

A. Intended outcomes -

i) Tally is a highly in demand skill in the job market.

ii) Tally permits business owners and their market to be on digital mode

iii) In the accounting and finance industry, almost every business (Mini / small / big / bigger) uses Tally accounting software.

iv) It is to manage their financial record.

v) Tally is for the preparation of financial statements.

vi) Intended outcome is possible due to the software in process of accounts management.

vii) Students of commerce with skill of Tally means expert in the field of accounts, business management and finance management like commerce in specific.

B. Underlying principles of this practice -

i) One of the principles of Tally software course is to perform all basic accounting, taxation, managing payrolls, managing profit, preparing balance sheet, loss statement, trial balance and cash flow report.

3. The context -

Commerce deals with the exchange of goods and services on a large scale.

Any transaction that deals the money to purchase goods or services is a part of the commerce.

In commerce, exchange is an act of buying and selling. Indian Chamber of Commerce (ICC) is the leading and only National Chamber of Commerce that controls the commerce of India. To make it easy, there is one software known as Tally. It deals with the purchasing business - entrepreneurship, finance, accounting in a quicker and easier technological way.

Such Technology should be provided to the commerce student is main context of this practice. The HEI provides Tally course to each student free of cost is the main core of this practice.

The challenging issues for such best practice are to challenge the will desire of the practice. The management and staff of HEI consider that when there is a will there is a way. The management supported this practice for betterment.

The teaching staff decided themselves to work as best teachers for the students to teach Tally course free of cost. The H E I planned to use the daily 30 minutes for one semester for this course.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Jai Bharat College of Commerce (Night) at Mulund - Mumbai has the distinction in the name itself to be it is Night college.

A. Only Kind in Area

B. Evening Degree classes

C. Schedule flexibility.

D. Provide the best option for deprived students.

E. Different perspectives

F. Centre degrees of Prime University
G. Govern / Managed by dedicated Management
H. Option for working professionals
I. Option for low scorers
J. Provide challenging option to Excel

A) Only kind in Area -
History may not be course offered at Jai Bharat group of institutes, but its story itself is history. In 1947/1948, Sindhi Hindus were forced leave their mother land on account of partition, as Sind become part of Pakistan. Central government rehabilitated them in Military barracks located at out skirt of Mulund. With advent of time these barracks were converted in cluster of houses known as Mulund Colony. Sindhi community known for their entrepreneurship and business acumenship gave top priority to education along with other basic needs @ food, clothing and shelter. Residents of Mulund Colony at that time formed a trust under name of Education Board Mulund Colony with an aims and objects to provide education facilities to wards of all the residents of Mulund irrespective of caste, creed or community. Trust initially started secondary school in the name of Jai Bharat High School in year 1950, with Sindhi as medium of instruction in taking into accounts the needs of the residents at that time, has now expanded into providing educational facilities right from pre-primary to graduation level. With taking over chairmanship of trust in 1987 Shri Inder Bhatia with his dedication and devotion he expanded institute by adding junior college of commerce and science, Degree College, accredited center for secondary, higher secondary for National Institute of opening schooling New Delhi for those who can carry out their education through informal schooling system.

B) Evening Degree Classes -
Jai Bharat College offers Commerce Degree which is Affiliated with Mumbai University the department is the single largest department in terms of student strength and staff numbers indicating the importance of the course. the faculty members are drawn from various
specialisations thus adding to the rich intellectual repertoire of the department. the department consists of diverse faculty members. the department works together as one melting pot with competency and works with unity as a team. the department conducts the induction programme for the first year students at the beginning of the first semester so as to make students familiar with the various aspects of the institution. the students are admitted to the commerce course according to the university norms. the management provides financial aid in the form of fee concession to poor and the needy students. this course lecture runs in evening time.has experienced professior for lecture we runs commerce at junior & degree level at junior level lecture classess in normal day time the syllabus for management course is based on the university syllabus which is choice based credit system with internal marks. management department utilizes maximum usage of library management resources.

C) Schedule Flexibility -
Night College offer classes during evening hours, allowing students to attend after work or other day time responsibilities. Jai Bharat College provides schedule flexibility to professionals for continuing studies . The urge of learning , the thrive of knowledge , the need of employees to have higher education is the need of employees to have higher education is the need of employees to have higher education is satisfied by the Jai Bharat College of Commerce.

D) Provide best option for deprived Students -
Deprived Students are those who face considerable barriers to employment and earning potential because of a miserable life. Jai Bharat College,s distinction is that HEI has an evening - night schedule of

education . It will be available to such deprived students .

Jai Bharat College. Provides the best option of education for such students in society whose first priority is to earn bread.

E) Different Perspective -

To have a different perceptiveness in education is one of the distinctiveness of Jai Bharat College of Commerce (Night). It means, Jai

Bharat College of Commerce (Night)looks at problems from a different angle. The part of society, especially youth want to learn, educate themselves, earge to higher progression, however, their social economic status does not allow them to get education in regular college at day. These youths have problems to earn at that prime time. Here, Jai Bharat Commerce College (Night) comes into picture as HEI with a different perspective.

F) Confer Degrees of Prime University –

Jai Bharat Commerce College (Night) is proud to be affiliated to University of Mumbai. This University is having A++ NAAC grade, it is

one of the oldest and premier Universities of India. It was established in 1857. It is one amongst the first three Universities in India.

G) Govern/ Managed by dedicated Management -

The Management Trust in the name of Education Board , Mulund colony . It was formed in the year 1950 . It was formed to cater to the

education needs of immigration who migrated from Sind Pakistan in the year 1948 and 1949 , Who were rehabilitated in Military Barracks made available by central Government located in extreme end of Mulund town , The trust is registered as public charitable trust with charity commissioner Mumbai Region under No.F - 556.

H)Option for Working Professional -

HEI is night College . Its distinction is that it provides options for working professionals to continue in the mainstream of education .

I) Option for low Scores –

In Mumbai , cut off list for commerce is higher in Regular day College, The low scores may not get a chance of education . However , Jai Bharat Night College works as ray of hope , It's a distinction .

J) Provide Challenge option to excel –

Jai Bharat Night College provides a platform as a challenging option to excel in education, then to excel in profession.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

A. Lowest fee structure in non-grant colleges of Mumbai University (As the Social commitment)

F.Y.B.Com - Rs. 10870.00

S.Y.B.Com - Rs.10750.00

T.Y.B.Com (Computer) - Rs.10500.00

T.Y.B.Com (Export) : Rs. 9000.00

Computer Subject fees for T.Y.B.Com have to Pay Rs 1500
Enrolment Fees Rs 220/- for Idol & Other University

B. Code of Conduct
1. Identity Card: (a) Student must carry on their identity card duly filled in and signed. They must affix photograph which should bear the college stamp and principal's
signature.
(b) Transfer of I.D. cards is criminal offence. The student will be liable to expulsion from college.
2. Littering in the class rooms, corridor & campus is prohibited. Please use the dustbins provided. Offenders will be penalized.
3. Sitting on vehicles in college compound or on road outside the college is prohibited.

4. Littering or crowding outside the college is also prohibited .Students are requested to remain within college premises.
5. Mobile Phones if carried by the students should be switched off while in college premises. Contravention of these instructions will liable to confiscate the instrument.
6. Ragging is banned in this institution. A student involved in any such act will be expelled from college and in addition may under go imprisonment and fine.
7. No society or association shall be formed with college and no outsider is to be invited to address a meeting without Principal's permission.
8. If a student is found using unfair means in the examinations, his/her performance at the concerned examination will be considered null and void.
9. Students should not bring unauthorized person in the college premises.
10. Matters not covered above are at the absolute discretion of the principal.

Concluding Remarks :

HEI is keen on curriculum Enrichment for the very purpose, HEI carried out about 24
SWAYAM/MOOC/NPTEL based add on value added courses of minimum 30 hours. Over 55% of students attended these courses, HEI co-ordinated, conducted, evaluated and issued e-certificates on completion of these SWAYAM/MOOC courses.

HEI provided wide access to students of different socio-economic, cultural backgrounds.
Its percentage of seats filled against reservation is about 77%.

HEI held national conference and presented 52 Research papers. The research contents are published in ISBN indexed proceedings. It is requested to consider such attempts positively to encourage small HEIs like us.

The student : computer ratio is 196 students : 45 PCs. It means it is 1 PC per 4 students.
NAAC expects minimum 1 : 5 ratio. This HEI has maintained the same.

There is above 40% expenditure incurred on maintenance of Infrastructure such physical facilities and academic support facilities. It shows the HEI has focus on infrastructure maintenance and ICT facilities of the Institute.

The Institution carried out capacity building and skills enhancement initiatives. It includes soft skills development, communication skills, Life skills such as Yoga and ICT skills. HEI carried out 08 programs for soft skills development in students. The 08 communication skills activities carried out for students. 08 Life skills [Yoga] and 08 ICT skills activities were carried out for the students. It helps in holistic development of students.

Institution implements of e-governance in its operations. Administration includes college
website where notice displaying, rules – regulations, college information is displayed as
part of e-governance.
Fees, dues, contributions, e-insurance, extension fees, renewal fees, continuation of
affiliation fees are all operated with University through e-governance. The accounts,
income – expenses settled through tally software with Auditors.
Students admission, student scholarship – freeship carried out on online as e-governance.
Examination form filling, examination hall ticket, evaluation is carried out only on online
basis.

Institue follows many best practices. Two of those to mention are – Best practice I –
Computer literacy to slum dwellers as a social cause and Best Practice – II is to Excel
graduates in 'Tally' by no enrolment. Both Best practices are ICT based.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :27 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

For metric 1.2.2:

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
312	208	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
240	208	0	0	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

For metric 2.1.2:

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

2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
86	110	83	96	86

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
85	110	83	96	86

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
120	120	120	120	120

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
120	120	120	120	120

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.6.3	**Pass percentage of Students during last five years (excluding backlog students)**

2.6.3.1. Number of final year students who passed the university examination year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	55	49	70	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22	64	49	70	22

2.6.3.2. Number of final year students who appeared for the university examination year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
58	66	54	86	40

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
58	66	54	86	40

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

3.2.2	*Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years*

3.2.2.1. Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
78	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	2	0	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
52	0	0	0	0

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that the paper, Books or chapters published in 2023 should be considered in 2023-24 so DVV input is recommended accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
39	20	5	23	38

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	3	1	4	9

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years* 4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)** Answer before DVV Verification: {TABLE1} Answer After DVV Verification : {TABLE2} Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

where:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2.11	0.39	0.25	1.22	0.91

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.86	0.69	00	0.86	1.31

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

4.3.2	**Student – Computer ratio (Data for the latest completed academic year)** 4.3.2.1. **Number of computers available for students usage during the latest completed academic year:** Answer before DVV Verification : 45 Answer after DVV Verification: 22 Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.

4.4.1	*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)* 4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification: {TABLE3}

2022-23	2021-22	2020-21	2019-20	2018-19
5.76	5.52	5.5	5.65	5.56

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2.11	0.39	0.25	1.22	0.91

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.1.2	*Following capacity development and skills enhancement activities are organised for improving students' capability* *1. Soft skills* *2. Language and communication skills* *3. Life skills (Yoga, physical fitness, health and hygiene)* *4. ICT/computing skills* Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	2	0	0	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	0	0	1

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.2.2

Institution implements e-governance in its operations

1. **Administration**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examination**

Answer before DVV Verification : A. All of the above

	Answer After DVV Verification: C. 2 of the above Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
6.3.2	**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years** 6.3.2.1. **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	2	2	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	2	2

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.3.3	*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years* 6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	2	2	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	0	0	0	0

6.3.3.2. **Number of non-teaching staff year wise during the last five years**
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	2	2	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	6	6	6

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.5.2	**Quality assurance initiatives of the institution include:** 1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented** 2. **Academic and Administrative Audit (AAA) and follow-up action taken** 3. **Collaborative quality initiatives with other institution(s)** 4. **Participation in NIRF and other recognized rankings** 5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environment audit** 2. **Energy audit** 3. **Clean and green campus initiatives** 4. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 8 Answer after DVV Verification : 6
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	2	2	2

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	2	2

2.1 | **Expenditure excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17.33	13.28	10.39	16.02	12.38

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15.38	12.44	8.88	15.00	12.29

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