

S. P. MANDALI'S
Rammiranjan Anandilal Hodar College
Of Commerce And Economics
MATUNGA, MUMBAI - 400 019.

Celebrating 75 Years of Excellence in Education



SSR



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**Self Study Report
Submitted to
The National Assessment &
Accreditation Council
Third Cycle**

2015 - 2016



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This part of the Self Study Report presents the data collected by R. A. Podar College in the format prescribed by NAAC under the seven criteria, Curricular Aspects, Teacher Learning and Evaluation, Research Consultancy and Extension, Infrastructure and Learning Resources, Student Support and Progression, Governance, Leadership and Management and Innovation and Best Practices.

Acknowledgement

This report is the product of continuous work of the following members.

Student Members

- * Sarita Bele
- * Pujan Chheda
- * Mihir Jain
- * Omkar Shende
- * Vaibhavi Dusi
- * Swapnil Gaikwad

Steering Committee Members

- * Prin. Dr. (Mrs.) Shobana Vasudevan
- * Mrs. Manjusha Sawant
- * Mr. S Natarajan, Vice Principal
- * Ms. Kavita Jajoo, Vice Principal
- * Dr. Ms. Vinita K. Pimpale
- * Ms. Ragini Tawade

Staff Members (Criterion wise)

- * Dr. Mrs. Amitha Sehgal (Criterion I)
- * Ms. Pradnya Nadkarni
- * Ms. Sudarshana Saikia (Criterion II)
- * Ms. Sunita Rai
- * Mr. Kapildeo Indurkar (Criterion III)
- * Mr. Asif Shaikh
- * Mr. Santosh U. Patil (Criterion IV)
- * Ms. Pratibha. R. Nagaonkar
- * Mr. Suryakant Pagare (Criterion V)
- * Ms. Vrushali Bhosale - Kaneri
- * Ms. Tejashree Patankar (Criterion VI)
- * Mr. Ravi Kadam
- * Dr. CA Pradeep D Kamthekar (Criterion VII)
- * Ms. Karishma Khadiwala

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Preface

R.A. Podar College of Commerce and Economics is an educational institution established by the Shikshana Prasarak Mandali, Pune in 1941. It was the first non-government Commerce College under the University of Mumbai.

R. A. Podar College of Commerce & Economics, Mumbai has had a long history, which commenced with the freedom struggle of India. The visionaries of that time realized that they should start an institution, which would inculcate the indigenous values and have the thrust of social and cultural value system. In August 1940, the trust known as 'Shikshana Prasarak Mandali', Pune, made an application to the then Bombay University for permission to start a Commerce College. Industrialist and philanthropist Seth Ramdeoji Anandilal Podar constructed the college building with the famous clock tower and gifted it to the S.P. Mandali on the 7th of February 1941. The College was named after his brother Ramniranjan Anandilal Podar. The institution first started the B. Com. degree course in 1942 and the word 'Economics' was added to the name of the College. It was renamed as 'Ramniranjan Anandilal Podar College of Commerce and Economics'. The College received permanent affiliation from the University of Mumbai on 17th August 1950.

The S.P. Mandali has been rendering notable service for the past 126 years in the education sphere. The objectives of the Mandali with regards to education has been to extend popular and reasonably affordable higher education in Maharashtra and to develop an institution that would impart appropriate education both in Commerce and Economics. The College has taken this vision forward by providing education to all with special emphasis on the socially marginalized section of the community.

With the vision ‘Samaani va Aakooti: Samaanaa Hridayaani Vaham’ which means ‘One in mind and one in heart’, the college has been consistently successful in producing quality students on the academic, athletic and co-curricular fronts. True to the mission ‘Na hi gnyaanen sadrasham pavitraniha vidyate meaning ‘There is nothing in this universe as pure as knowledge’, Podar college provides a platform for students to explore their talents while being in the forefront of academics.

Over the years, Podarites have been shining bright in different areas. A number of Padmashri recipients like Bhavarlal Jain, Farookh Engineer, Dilip Vengsarkar, Astad Deboo are Podarites. A number of Podarites are also recipients of the Shiv Chhatrapati Awards. From Ravi Shastri in sports to Mahalakshmi Iyer in music; Podar has also witnessed the growth of an entrepreneur in Atul Nishar and also a political leader in M.P. Gurudas Kamath. The list is endless. Following their footsteps the present generation has also won top honors in academics as well as several inter collegiate, interstate and international events.

Blessed with dedicated and committed faculty, Podar gives the best ambience for the learners. The staff at Podar is committed to quality education and believes in “Nurturing Intellect and Creating Personalities”.

Executive Summary

The globalized world in which we live today provides multiple challenges and opportunities. The pace at which technology is growing and the speed at which it gets transformed underlines the need for continuous and constant intervention in the development of human assets. India is tipped to become a superpower in the next 25 years. The primary reason for this is the abundant human capital of India.

The responsibility of converting this human capital into assets is the responsibility of Institutes of Higher Education. The 21st century has made this exercise a great challenge as the complexity in the socio-economic environment around has multiplied.

The management, staff and other stakeholders at R. A. Podar College are aware about the need for insulating young minds from destructive thoughts and divisive ideas. The power of youth can be completely harnessed only when the mind is without fear and empowered. Higher education is the time-tested tool for empowering youth. The education provided should be multi-dimensional. **The right approach is to give students the opportunity to learn.**

At R. A. Podar College, this aspect of participative learning is emphasized. The right mixture of **Gurukul to Google to Gurukul** provided in Podar campus ensures an appropriate balance between personal touch and virtual devices.

Students are encouraged to bring their awareness and knowledge to the classroom based on the prescribed curriculum. Innovative teaching methods adopted bring in the curiosity element. This curiosity and hunger for details transforms the learners into a state where they walk and move in the domain of knowledge. This automatically trains the learners to have a quest for excellence. In the process they get the required skill to handle the ever-changing ICT tools.

The college believes in preserving the culture of **co-existence through mutual dependence**. The faculty demonstrates this by undertaking collaborative teaching and research. The ambience and the infrastructure combined with the advantage of the

location gives ample opportunities for the learners to multiply their skills. The college encourages original thinking and innovative approach in the learners by providing opportunities to conceptualize and conduct educative, cultural and sports-related activities. The physical education sphere of the educational institution is given prominence such that link between healthy body, mind and soul is established. The college supports the creative mind amongst learners and respects their out-of-box thinking. Podar College is one such institution where **teachers consider themselves as learners and create a learning ambience**. Innovation comes easily when the learning culture is encouraged. Peer learning thus becomes a part of the learning culture at Podar.

The excitement and enthusiasm that resonates at the Podar campus makes the institution vibrant. This aspect of the institutional strength was duly recognised by the peer team, which visited the college by accrediting the institution with the highest grade (A+ (2004), A 3.63 CGPA (2011)). The management, staff and students dedicate this achievement to the four school teachers who commenced the journey of Podar College in the higher education space in India.

The College is 75 years young and is poised to join the national mission of creating a large reservoir of human assets, with humanity. The institution is aware about the wide spread opportunities for further growth and the challenges to be met *en route*. However the college is certain of achieving the mission, as it is a place where the mind is without fear and the head is held high and knowledge is free.

Profile of the College

Profile of the Affiliated/ Constituent College

1. Name and Address of the College:

Name:	S.P. Mandali's R. A. Podar College of Commerce and Economics		
Address:	Lakhamsi Napoo Road, Matunga		
	City: Mumbai	Pin: 400019	State: Maharashtra
Website:	www.rapodar.ac.in		

2. For Communication:

Designation	Name	Telephone With STD Code	Mobile	Fax	Email
Principal	Dr. Shobana Vasudevan	022 24143178	9820125173	24141964	info@rapodar.ac.in shobana.vasudevan@gmail.com
Vice Principal	Ms. Kavita Jajoo	022 24143178	9920524905	24141964	info@rapodar.ac.in
Steering Committee Co-ordinator	Ms. Manjusha Sawant	022 24143178	9833064307	24141964	info@rapodar.ac.in

3. Status of the Institution:

Affiliated College	<input checked="" type="checkbox"/>
Constituent College	<input type="checkbox"/>
Any other (specify)	<input type="checkbox"/>

4. Type of Institution:

a. By Gender

i. For Men	<input type="checkbox"/>
ii. For Women	<input type="checkbox"/>
iii. Co-education	<input checked="" type="checkbox"/>

b. By Shift

i. Regular	<input checked="" type="checkbox"/>
ii. Day	<input type="checkbox"/>
ii. Evening	<input checked="" type="checkbox"/>

5. It is a recognized minority institution?

Yes	<input type="checkbox"/>
No	<input checked="" type="checkbox"/>

If yes specify the minority status (Religious/linguistic/any other) and provide documentary evidence.

--

6. Sources of funding:

Government	
Grant-in-aid	✓
Self-financing	✓
Any other	

7. a. Date of establishment of the college: June, 1941

b. University to which the college is affiliated / or which governs the college
(If it is a constituent college)

University of Mumbai

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
2(f) and 12(B)	07/01/1959	Permanent

(Certificate of 2(f) and 12(B) of the UGC Act enclosed in the annexure)

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

Under Section/clause	Recognition/Approval details Institution/ Department Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i.	-	-	-	-

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

Yes No

If yes, has the College applied for availing the autonomous status?

Yes No

9. Is the college recognized?

a. by UGC as a College with Potential for Excellence(CPE)?

Yes No

If yes, date of reorganization :(dd/mm/yyyy)

b. For its performance by any other governmental agency?

Yes No

If yes, Name of the agency: University of Mumbai – Best College
Date of recognition: 26/01/2012

10. Location of the campus and area in sq. mts:

Location*	Urban
Campus area (in sq. mts.)	5924.29 sq. mts
Built up area (in sq. mts.)	6298.96 sq. mts

(*Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

- Auditorium/ seminar complex with infrastructural facilities ✓
- Sports facilities ✓
- Playground ✓
- Swimming pool
- Gymnasium ✓
- Hostel
 - Boys' hostel
 - i. Number of hostels : 01
 - ii. Number of inmates : 09
 - iii. Facilities (mention available facilities) : 755.626 sq. ft
 - Girls' hostel N.A.
 - i. Number of hostels :
 - ii. Number of inmates :
 - iii. Facilities (mention available facilities) :
 - Working women's hostel N.A.
 - i. Number of inmates
 - ii. Facilities (mention available facilities)
- Residential facilities for teaching and non-teaching staff (give numbers available - cadre wise) N.A.
- Cafeteria - ✓
- First aid - ✓

Qualified Doctor * Full time Part-Time

Qualified Nurse Full time Part-Time

* Dr Khandeparkar has been on the S.P. Mandali's panel for providing health care services to staff members and students.

- Facilities like banking, post office, book shops
- Transport facilities to cater to the needs of students and staff
- Animal house
- Biological waste disposal
- Generator or other facility for management / regulation of electricity and voltage
 - Solar Panel installed ✓
 - BEST sub-station ✓
 - Voltage Stabilizer ✓
- Solid waste management facility
 - Incinerator in Ladies Common Room ✓
- Waste water management
- Water harvesting

12. Details of programmes offered by the college (2014-15)

Sl. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned / approved Student	No. of students admitted
1	Under-Graduate	B.Com	3 years	XII	English	840	809
		BMS	3 years	XII	English	120	115
2	Post-Graduate	M.Com	2 years	B.Com	English	160	139
3	Ph.D.	Banking and Finance	--	PET	English	5	5
4	PG Diploma	DMS	2 years	Graduation	English	60	NA
5	Any Other	SAP	--	Graduation	English	30	4

Source: Office Records of R.A.P.C.C.E.

13. Does the college offer self-financed Programmes?
 Yes No

If yes, how many?

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	7
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15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Faculty	Departments (e.g. Physics, Botany, History etc.)	UG	PG	Research
B Com	Accountancy	<input checked="" type="checkbox"/>		
	Business Economics	<input checked="" type="checkbox"/>		
	Business Law	<input checked="" type="checkbox"/>		
	Commerce	<input checked="" type="checkbox"/>		
	Environmental Studies	<input checked="" type="checkbox"/>		
	English	<input checked="" type="checkbox"/>		
	Industrial Psychology	<input checked="" type="checkbox"/>		
	Mathematics and Statistics and Computer Science	<input checked="" type="checkbox"/>		
	Business Management	<input checked="" type="checkbox"/>		
BMS		<input checked="" type="checkbox"/>		
M Com			<input checked="" type="checkbox"/>	
PhD				<input checked="" type="checkbox"/>

Source: Office Records of R.A.P.C.C.E.

16. Number of Programmes offered under (Programme means a degree course like BA, BSc, MA, M. Com....)

- a. annual system
- b. semester system
- c. trimester system

✓
✓

17. Number of Programmes with

- a. Credit Based Credit System
- b. Inter/Multidisciplinary Approach
- c. Any other (specify and provide details)

✓

18. Does the college offer UG and/or PG programmes in Teacher Education?

Yes No

If yes,

a. Year of Introduction of the programme(s)..... (dd/mm/yyyy)

And number of batches that completed the programme

b. NCTE recognition details (if applicable)

Notification No : N.A.

Date :(dd/mm/yyyy)

Validity :

c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately?

Yes No

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

Yes No

If yes,

a. Year of Introduction of the programme(s).....(dd/mm/yyyy)

and number of batches that completed the programme

b. NCTE recognition details (if applicable)

Notification No :

Date :(dd/mm/yyyy)

Validity :

c. Is the institution opting for assessment and accreditation of Physical Education Programme separately?

Yes No

20. Number of teaching and non-teaching positions in the Institution (2014-15)

Positions	Teaching faculty						Non-teaching staff		Technical staff	
	Professor		Associate Professor		Assistant Professor		*M	*F	*M	*F
	*M	*F	*	*F	*	*F	*M	*F	*M	*F
Sanctioned by the UGC/ University/ State Government <i>Recruited</i>	-	-	03	05	05	06	30	05	-	-
<i>Yet to recruit</i>	-	-	-	-	12		09		-	-
Sanctioned by the Management <i>Recruited</i>	-	-	-	-	9	27	-	-	01	-
<i>Yet to recruit</i>	-	-	-	-	-	-	-	-	-	-

*M-Male *F-Female

21. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	-	-	-	-	-	-	-
Ph.D.	-	-	01	03	-	-	04
M. Phil.	-	-	01	-	01	01	03
PG	-	-	01	02	04	05	12
Temporary teachers							
Ph.D.	-	-	-	-	-	-	-
M. Phil.	-	-	-	-	-	01	01
PG	-	-	-	-	01	13	14
Part-time teachers/Contract basis							
Ph.D.	-	-	-	-	01	01	02
M. Phil.	-	-	-	-	-	-	-
PG	-	-	-	-	07	12	19

Source: Office Records of R.A.P.C.C.E.

22. Number of visiting Faculty/ Guests Faculty engaged with the college: **21**

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

CLASS	Year	SC		ST		DT/VJNT		OBC		SBC		Minority		Open	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F
F.Y.B.COM.	2011 -12	34	62	4	4	13	18	56	87	4	8	16	31	260	261
	2012 - 13	39	73	3	1	17	20	59	108	5	9	5	4	187	276
	2013 - 14	37	69	1	5	27	19	59	104	2	10	7	13	228	247
	2014 - 15	38	93	2	6	33	32	61	100	5	8	78	90	201	230
	2015-16	43	89	5	2	28	22	69	102	5	9	78	82	203	252
F.Y.BMS	2011 -12	7	8	1	2	4	5	4	15	1	1	4	5	26	36
	2012 - 13	8	8	1	1	2	7	4	13	0	0	5	6	30	35
	2013 - 14	4	9	2	1	6	5	6	10	1	2	11	7	34	22
	2014 - 15	2	11	2	2	5	6	4	7	2	0	4	2	32	36
	2015-16	7	7	0	0	5	4	7	10	1	1	15	15	26	22
M.COM-I	2011 -12	7	7	2	1	5	4	6	12	0	2	2	4	57	57
	2012 - 13	13	10	1	1	2	1	16	11	1	2	1	2	46	44
	2013 - 14	20	8	1	1	6	4	6	13	3	1	2	3	42	49
	2014 - 15	15	17	1	0	3	4	10	19	1	5	2	5	33	49
	2015-16	11	17	1	0	2	3	10	16	1	1	12	14	43	54
PhD	2011 -12	0	1	0	0	0	0	0	1	0	0	0	0	0	3
	2012 - 13	0	1	0	0	0	0	0	1	0	0	0	0	0	2
	2013 - 14	0	1	0	0	0	0	0	1	0	0	0	0	0	1
	2014 - 15	0	2	0	0	0	0	0	1	0	0	0	0	0	3
	2015-16	0	2	0	0	0	0	0	1	0	0	0	0	0	2

Source: Office Records of R.A.P.C.C.E.

24. Details on student's enrollment in the college during the current academic year (2015-16):

Type of Students	UG	PG	Ph.D.	Total
Students from the same state where the college is located	2717	283	05	2684
Students from other states of India	31	01	--	08
NRI students	01	--	--	02
Foreign students	04	--	--	04

Source: *Office Records of R.A.P.C.C.E.*

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

UG PG

26. Unit Cost of Education

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

(a) Including the salary component	Rs.	<input type="text" value="16667.47"/>
(b) Excluding the salary component	Rs.	<input type="text" value="3421.13"/>

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

Yes No

If yes,

a) is it a registered centre for offering distance education programmes of another University

Yes No

b) Name of the University which has granted such registration.

c) Number of programmes offered

d) Programmes carry the recognition of the Distance Education Council.

Yes No

28. Provide Teacher-student ratio for each of the programme/course offered (2014-15)

Course	Teacher student ratio
B Com	1:69
BMS	1:35
M Com	1:35
Ph.D	1:5

29. Is the college applying for accreditation?

Cycle 1 Cycle 2 Cycle 3 Cycle 4
 Re-Assessment:

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

Cycle1: 16/02/2004 Accreditation Outcome/Result: A+

Cycle 2: 27/03/2011 Accreditation Outcome/Result: A (3.63 on a 4 point scale)

*** enclosed copy of accreditation certificate(s) and peer team report(s) as an annexure.**

31. Number of working days during the last academic year. 236

32. Number of teaching days during the last academic year: 180

(Teaching days means days on which lectures were engaged excluding the examination days)

33. Date of establishment of Internal Quality Assurance Cell (IQAC)

IQAC: 20/06/2004

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC

AQAR (i) 24/12/2012

AQAR (ii) 24/12/2013

AQAR (iii) 27/09/2014

AQAR (iv) 17/08/2015

35. Any other relevant data (not covered above) the college would like to include.
 (Do not include explanatory/descriptive information)

**Criteria I:
Curricular Aspects**

Criterion I: Curricular Aspects

1.1 Curriculum Planning and Implementation

R.A. Podar College of Commerce & Economics is a premier educational institute, and has the distinction of being the first Non-Government College dedicated to commerce education affiliated to University of Mumbai (then Bombay University). It is the first Commerce College in the non-government space in India celebrating her platinum jubilee year. The College has consistently moved from one glorious year to other nurturing and contributing useful human resources, with right attitude and responsibility. Established in 1941, the college has pursued its quest for excellence in higher education with a singular vision of propagating the principle of 'Live and Let Others Live'. The mission of the institution is to impart sound principles of commerce, finance and economics and to develop the overall personality of students, so that they can work both as leaders and team members.

As an affiliated college, the college follows the curriculum and syllabi prescribed by the University of Mumbai. However, the college offers a large number of optional subjects to the students, which ensure diversity and flexibility. It is the motto of the college that the curricular aspects need to be oriented towards the current day needs such that the students at the completion of their graduation/post-graduation should be able to face the challenges of the changing world outside.

The vision, mission and objectives of the College focus on core values required in making up a personality. This enables the students to meet national and global demands. In the dynamic, borderless world that we live in today, the ingredients required for success are positive attitude, quest for excellence and respect for humanity.

1.1.1 'Samaani va aakooti samaanaa hridayaani vaham' (one in mind and one in heart)

"May this be the work atmosphere in Podar so that a spirit of healthy competition prevails, one in which each lives and lets another live a more purposeful life". The meaning of this verse is that God has created everyone equal. Each one has the same soul. The thoughts and feelings are the same, irrespective of one's region, religion and culture. The ethos of universal brotherhood is brought to the fore through the vision. The students, faculty and every other functionary believe that "we are one – one nation, one community and one family". The admission process bears testimony to this underlying philosophy, which ensures equality and fairness.

‘Nahi gnyaanen sadrasham pavitramiha vidyate’. (There is nothing in this universe as pure as knowledge). Knowledge needs to be shared and exchanged freely, without any inhibition.

The Podar mission of spreading knowledge without any preference and prejudice needs a special mention here. The mission at R.A. Podar is **‘Knowledge is Power, Knowledge is Freedom’**. The environment is freedom from inequality, discrimination and emotional weakness and low self-esteem. Empowering all section of the society is the basic objective of the institution.

Nurturing Intellect and Creating Personalities has become a motto at R. A. Podar. The IQAC of the college has been proactive in the exercise of nurturing intellect and creating personalities. It has taken this task with missionary zeal and has been conducting activities in the college to accomplish the same.

The philosophy of Podar College, encoded in the mission and vision statements, is an integral part of any written material of communication from the college. A well-mounted college logo at the college auditorium ensures the statements are visible to everybody. This philosophy guides the actions of all stakeholders.

This is a knowledge driven century. There are discussions globally on an information and knowledge explosion. The importance of sharing knowledge across the borders of the nation has become as the need of the hour. ‘Knowledge mobility’ is possible only when the mindset and wavelength of knowledge-providers and knowledge-seekers meet. At Podar, the bridge is laid between knowledge providers and seekers in such a way that the flow of knowledge is uninterrupted, smooth and all pervasive. In other words, the all-important task of knowledge sharing is well orchestrated amongst the stakeholders.

Podar College recognizes the multiple dimensions of ‘knowledge’. The college encourages knowledge in all forms, namely. Performing Arts, Fine Arts, Sports, and Computer Literacy along with Academics.

The vision and mission of the founders have been farsighted that it still resonates and fits the requirement of the contemporary world of today.

Based on the vision and mission the broad aims and objectives are stated. The broad goals are:

- To impart sound principles of Commerce and Finance.
- To develop leaders and team members.

- To facilitate and empower students to face the challenges of life and follow self-discipline along with a moral and well-regulated course of conduct.

All these initiatives help students:

- To acquire knowledge of the principles, the organization and working of modern business, in the current business environment.
- To develop the ability to apply the knowledge of commercial and economic principles to specific business problems.
- To be able to appreciate the working of market forces and their effect on business.
- To develop the ability to judge the feasibility and profitability of a business proposition.
- To be able to collect, organize and interpret commercial data.
- To acquire the ability to assume responsibility, to take decisions and to work unflinchingly towards the achievement of his/her goal.
- To be able to judge the effects of relevant laws and economic policies on business.
- To develop skills in communication and clarity in the expression of his/her ideas.
- To be able to manage scientifically the human resources at the work place.
- To acquire a sense of self-discipline and moral conduct so as to execute with responsibility his/her role in society.
- To be provided with a platform to exhibit and develop his/her talents in fields other than academics.
- To develop a sense of social obligation and service to the nation.

These objectives provide necessary guidelines for the teachers to inculcate values among students. For instance, the concept of organization and working of modern business is taught in the curriculum of Commerce and Economics. The vision, mission and objectives guide the teachers in prescribing the learning outcome for the courses taught by them.

1.1.2 The institution takes keen interest in implementing the curriculum defined by the University, such that the main goal of the institution and the specific objectives get achieved. The 'outcome' based teaching-learning process makes sure that the objectives of the academic course are well achieved. Teachers teaching various courses make use of innovative teaching methodology to achieve this objective. For instance, while teaching

‘Company Secretarial Practice’ a course taught at S.Y.B.Com. Level, the teachers emphasize on the importance of ‘Corporate Governance’ by making the student identify the Annual Report of any company and discuss the level of corporate governance practiced by that company. To bring in the required analytical insight the students are given projects wherein they compare the Companies Act of 1956 with the recently enacted Act. Teachers teaching ‘Accountancy’ make students read financial newspaper to understand the nuances of financial management. All teachers make their teaching plan on the basis of expected outcome. In order to get a hands-on experience of how companies perform, the department of Accountancy makes students analyze the annual returns of select companies and do a comparative study.

In the subject of ‘Advertising’, the method of role-play and creating ad campaigns gives students an opportunity to use and channelize their creativity. Students are also made aware of the wrong influence of advertising on social and moral values. They are encouraged to post their consumer complaints against wrong advertising to the Advertising Standards Council of India. Department of law organize consumer awareness related programme for making students understand and appreciate the rights of consumers.

Similarly, in the subject of ‘Foundation Course’, students are given practical projects. For instance, F.Y.B.Com students are sensitized about their responsibility towards the environment and also social responsibility by a novel project on recycling old unused pages of their notebooks. The students prepare a notebook of about 150 pages using the unused pages. These books are then distributed amongst the school going students in the annual Barhanpur NSS rural camp organized by the college.

“Know Your Economy” is a knowledge-based programme conducted by the Economics Department in association with the Forum of Free Enterprise wherein the current trend in the global economy is discussed and deliberated with the help of experts.

1.1.3 The University conducts workshops whenever there is a revision of courses and syllabi. The workshops are conducted to familiarize the changes brought in. Besides, it is a platform for the concerned faculty members to share their ideas. The institution deputed faculty members to such Forums in order to give them opportunities to discuss and deliberate. The college also undertakes initiatives to host such activities such that the curriculum coverage is standardized across colleges affiliated to the University of Mumbai. The college is known for the academic standards and has earned a name of maintaining high levels of academic excellence. The faculty members are highly responsible and work towards achieving higher

standards of teaching. There are regular meetings of faculty members to discuss the method of covering the syllabus. Teachers practice innovative methods to make the teaching learning process suitable and relevant. The college provides all the required ICT support for a conducive learning environment.

The College conducts Knowledge Exchange Programme (KEP), which is an interdepartmental activity. In KEP, teachers share the knowledge on their area of expertise. Teachers from other departments attend these lectures. This enables teachers to expand their knowledge horizon.

The academic programmes offered are comprehensive, such that they help in accomplishing the aims and objectives of the college. The IQAC identifies and defines any one aspect of the mission/broad goal of the college every year. This gets reflected in the major objectives of that particular academic year. The Annual plan of the academic year is drawn on the basis of these objectives and all curricular, co-curricular and extra-curricular activities are based on the theme for that year.

The institution helps in achieving the stated objectives by enabling the faculty and the students to organize activities under different Forums and Associations. The administration gives a free hand to all Forums to organize and conduct events and activities based on guidelines set by the IQAC of the college. The Research Cell uploads research reports and publications of students to encourage student research. The NSS and the extension scheme are well supported by the college such that institutional social responsibility (ISR) is imbibed among the faculty and the students. The e-learning resources are uploaded at the college website.

In the practical sense, the stated objectives are achieved by the industrial visits organized by the Industrial Interface Forum and Planning Forum. Students are encouraged to read business newspapers journals, e-journals available in the college library so as to understand the working of market forces and also update themselves on the current happenings around. The Planning Forum and Economics Association organize stock exchange games to familiarize students with the working of the securities market in India. Seminars on current and contemporary issues along with guest lectures delivered by experts help in achieving the objectives. Important legislations like Contract Act, Companies Act, Negotiable Instruments Act, Partnership Act, and Consumer Protection Act are taught as part of the Second Year B.Com and First Year B.M.S. curriculum.

Activities like N.S.S. and N.C.C. enable Podarites to evolve as responsible citizens of the country. The R.A. Podar College NSS unit along with Nirmithi Youth Foundation (a 30 year

old NGO) has been rendering services to the tribal population at Chandip around 140km from Mumbai. Barhanpur, another Adivasi settlement adopted by the college NSS unit decades ago, is taken care of by the NSS volunteers during the annual camps till today.

Foundation Course taught in F.Y.B.Com and S.Y.B.Com levels provide scope for teaching the students about social obligations and societal needs. Within the framework of the prescribed curriculum, this course is taught by emphasizing on real life examples by **‘reaching out’** to the different underprivileged groups of the society.

Students who are differently-abled and from the socially backward communities are guided by student volunteers through the mentoring system. The students are required to visit Old Age Homes, Child Rehabilitation Centres, Women Development Centres, Drug Rehabilitation Centre, Pet Homes and Schools for Special Children.

These activities help in sensitizing students about the needs of the various sections of the society. It also develops a sense of social obligation and responsibility. The knowledge obtained by the students, when they visit these organizations is then shared with other students by way of presentations in the class. These activities help in building a climate of understanding and empathy about the diverse needs of the society.

1.1.4 Effective curriculum delivery is addressed in two parts by the institution. The timetable and the workload distribution is planned in such a manner that the curriculum delivery process is organized and conducted smoothly. The course completion is also monitored closely as the faculty members are expected to fill up a ‘Time Sheet’ before leaving the campus after the day’s work. The effectiveness of the curriculum delivery is ensured by the constant interaction amongst the departmental colleagues. The Principal and Vice Principal frequently interact with the students and inquire about the course completion details. Any anomaly is brought to the notice of the concerned staff member and due corrective action is taken.

For slow learners and academically weak students, the college regularly conducts Remedial Lectures. These sessions use movies and field visits to motivate, inspire and bond with students who are from the marginalized sections of the society and academically challenged. For effective dissemination of information, the new University Rules regarding ATKT Examination are communicated to parents both in English as well as Marathi.

1.1.5 The effective operational delivery of the curriculum is better appreciated by evaluating the expected outcome and how the students perform in the wider public domain. The

institution has successfully established links with potential employers, Non-Governmental Organizations and various research bodies. The college has a long and meaningful relationship with the M. R. Pai Foundation, an organization committed to developing leadership qualities amongst the youth in India.

National Securities Depository Limited (NSDL) is committed towards creating a transparent dematerialized investment environment. NSDL selects two students from the college every year as brand ambassadors to promote the mass acceptance of paperless securities environment, amongst the investors in India.

1.1.6 It is necessary that the curriculum followed empowers the students to face the challenges of the changing social and economic environment. Since the college is an affiliated institution, the scope for a flexible curriculum is comparatively less. However, a few members of the faculty being a part of the curriculum development programme at the University of Mumbai contribute to the process of curriculum design. Feedback is also collected from current students so that their views also reach the appropriate forum responsible for framing the syllabus. The college Principal Dr. (Mrs.) Shobana Vasudevan has been a member of the syllabus committee for different subjects in the faculty of Commerce and Business Management. She is currently the member of Board of Studies in Business Management. Dr. P.D. Kamthekar from the Accounts Department is a member of the syllabus committee for the subject of Accountancy. Mrs. Kavita Jajoo teaching has contributed in suggesting the topics in the syllabus and books in the subject of Psychology of Human Behavior at work (PHB) in the year 2014-15 and has also recommended the names of the books for T.Y.B.Com to the Board of Studies in PHB in the year 2011-12. Dr. Vinita Pimpale is in the syllabus framing committee in the subject of Export Marketing at the T.Y.B.com level.

The feedback collected formally and informally from the alumni and other academic peers gets represented during the committee meetings by the college faculty. It is pertinent to place on record that the syllabus on the subjects under faculty of Commerce and Business Management has undergone changes during the last five years in order to keep pace with the rapid changes of the new millennium. The faculties thus become '**change enablers**' in order to achieve the global competencies of the students of the University in general and the college in particular. Besides being a vocal member at the committee meetings, the college faculty conducts workshops to discuss new generation teaching methodologies. The '**Case**

study' method as a teaching methodology was highly recommended by students. These suggestions have been incorporated in the revised syllabi of various subjects.

The University of Mumbai follows a geographical 'Cluster Colleges' strategy and Podar has been appointed as lead of the Matunga-Sion-Wadala Cluster. Six colleges are a part of this Cluster. Podar has taken several initiatives to enhance the skill development of teachers from this cluster and to lend support to these colleges. The College is the Cluster Head in the Centralised Assessment Programme (CAP) Centre for all University Examination. The College arranges lectures and workshops for both teachers and students of the cluster colleges at regular intervals. Topics pertaining to teaching pedagogy, developments in the Economy and Society, social and environmental issues are taken up for discussion. Refresher courses conducted by the college also help in pooling ideas of the learned colleagues about syllabus framing and methodology.

1.1.7 The College has designed and developed curriculum for the add-on courses under UGC. The curriculum for various certificate courses namely, courses on microfinance, investment analysis and portfolio management, personality development, etc. are designed and developed by our faculty. A course on Communicative English designed and developed by our college was found to be highly useful in conducting remedial lectures in English language. UGC add-on courses in NetSim, Project Management; Enterprise Resource Planning (ERP), Customer Relationship Management (CRM), etc. are designed by the faculty whose expertise was relied upon while applying for the courses.

In order to concretize the general observation, the institution computes Student Satisfaction Index, where the information is collected from the current students based on various parameters. This index helps in highlighting the successful implementation of the curriculum. Student Satisfaction Surveys and regular teacher feedback is taken. Student Satisfaction Index is a cumulative outcome of Student satisfaction survey, which is carried out by the college. It is used as a tool to understand the opinion of students towards the institution. The parameters of the survey include: the quality of teaching, teaching technology, infrastructure, facilities and resources provided by the institution, etc. Conducted once every academic year, this survey helps the institution to upgrade as per the requirements of students.

1.1.8 The Institute monitors the implementation of the curriculum and the expected outcome of the students. The stated objectives clearly indicate the expected outcome to be the emergence of successful Chartered Accountants, entrepreneurs and financial experts. The students' progression, in a way, stands as a testimony for the achievement of the stated

objectives. Besides that, the regular feedback obtained from students, parents and prospective employers help the institution to understand the fulfillment of the institutional goals and objectives.

1.2 Academic Flexibility

Students with Higher Secondary Certificate in streams other than Commerce (e.g. Arts and Science) are also given admission for the B.Com. Course, after the selection criteria are fulfilled.

Students willing to simultaneously pursue other courses are given permission, if it does not interfere with the attendance. Students pursuing C.A. are required to submit a declaration form, wherein they agree to fulfill the minimum required attendance, as per the guidelines of University.

1.2.1 The institution has a definite mission of knowledge sharing, nurturing the intellect and creating personalities. This gets further distilled into specific objectives and goals. In that context the institution continually scouts for courses that could be offered which would complement the existing curriculum. 'Project Management' enables the students to understand nuances of setting up new ventures and businesses. CRM enables the students to remain contemporary and remain connected to the customers. SAP course is a skill development oriented course. As ERP is an important discipline in the current economy setup, it has been providing the necessary skill for the students enabling academic progression. The college has recently applied for introducing programmes in Actuarial Sciences.

1.2.2 The Institution has kept pace with the changes in the higher educational space in India. Universities in India have started allowing the learners to pursue two graduate/post graduate programmes at the same time. University of Mumbai has adopted this change since 2014. Podar College has done the pioneering exercise in support of this. Two students namely Nidhi Vora and Mandar Chavan are pursuing M.Com alongwith postgraduate programme in Business Management. It is pertinent to mention that the college has been playing a supportive role for the students interested in pursuing professional courses like ACA, ACS etc along with their graduate program.

Students are also encouraged to pursue skill oriented certified/ diploma course such as diploma in Tax Management, certificate course in Financial Management, course in photography and computer programming.

1.2.3 The academic flexibility offered at the institution for enabling student progression requires a mention here. The college duration i.e. the timing of the college is from 7:50 am to 12:10 pm. The students who pass their CPT and plan to pursue ACA get support through this. The timetables are planned especially for S.Y.B.Com students such that they do not miss their lectures at the institution and can then go for articleship.

The institution also encourages students to join computer courses and other sports coaching exercises and provide flexibility to the interested students. The academic flexibility provided to the students participating in cultural and sports activities by the examination department enable the talented students to showcase their talent and fine-tune the same without compromising on academics.

The College offers undergraduate, postgraduate, diploma as well as certificate programmes. The undergraduate courses include B.Com and B.M.S. Under the B.Com programme the students are offered freedom to choose three core papers such that they acquire specialization either in Business Management or Accountancy. The postgraduate programme also offers the flexibility of choosing either Accountancy or Management as special subjects. The B.M.S programme gives the flexibility of specializing either in Marketing, Finance or Human Resource Management. The certificate courses are designed such that they prepare the students to meet the requirements of the Industry. Thus the College gives scope for lateral and vertical mobility within and across programme and courses.

The college offers multiple choices to the students pursuing B.Com programme at the second year and third year level. They are expected to take 7 courses at the entry level where no choice of courses is offered. At the second year, options are available to choose from among five applied component courses (see table 1.2 c) out of which a learner needs to choose one. At the third year of the programme the learners are given options to choose from two sets of elective courses and two out of six applied courses are given (see table 1.2 d).

The college, thus, provide flexibility in the choice of courses. In all a learner pursuing B.Com course need to complete 20 courses. Options are given course wise to learners at B.M.S for choosing the elective subjects. At the postgraduate level the students are given option to choose between two alternative specializations (Annexure 1).

Table 1.2(a) Courses offered at F.Y.B.Com level

Sr. No.	Semester I	Semester II
1.	Accountancy & Financial Management-I	Accountancy & Financial Management-II
2.	Business Economics-I	Business Economics-II
3.	Commerce-I: Introduction to Business	Commerce-II: Service sector
4.	Mathematical & Statistical Techniques-I	Mathematical & Statistical Techniques-II
5.	Business Communication-I	Business Communication-II
6.	Environmental Studies-I	Environmental Studies-II
7.	Foundation course-I	Foundation course-II

Source: College office

Table 1.2(b) Courses offered at S.Y.B.Com level

Sr. No.	Semester III	Semester IV
1.	Accountancy & Financial Management-III	Accountancy and Financial Management-IV
2.	Business Economics-III	Business Economics-IV
3.	Business Law-I	Business Law-II
4.	Commerce-III	Commerce-IV
5.	Foundation Course-III	Foundation Course-IV
6.	Applied component	Applied component

Source: College office

Table 1.2(c) Applied Component Group offered at S.Y.B.Com level

[Any one of the following]

Sr. No.	Subjects available as per University of Mumbai	Subjects offered by College
1.	Advertising	Advertising
2.	Company Secretarial Practice	Company Secretarial Practice
3.	Journalism	Journalism
4.	Mass Communication	Mass Communication
5.	Computer Programming	* -

Source: College office

* The college offers CS at T.Y. Bcom level

Table 1.2(d) Courses offered at T.Y.B.Com level

Sr. No.	Semester V		Semester VI	
	Compulsory	Special group	Compulsory	Special group
1.	Business Economics-V	Financial Accounting & Auditing-I (financial accounting)	Business Economics-VI	Financial Accounting & Auditing-II (financial accounting)
2.	Commerce-V	Financial Accounting & Auditing-III (Auditing & Cost accounting)	Commerce-VI	Financial Accounting & Auditing-IV (Auditing & Cost accounting)
3.		Financial Accounting & Auditing-V (Management accounting)		Financial Accounting & Auditing-VI (Management accounting)
OR				
4.		Business Management-I		Business Management-II
5.		Business Management-III		Business Management-IV
6.		Business Management-V		Business Management-VI

Source: College office

Table 1.2(e) Applied Component Group offered at T.Y.B.Com level

Sr. No.	Applied component at T.Y.B.Com
1.	Computer system and applications
2.	Direct and indirect taxation
3.	Export marketing
4.	Marketing research
5.	Operation research
6.	Psychology of Human Behaviour at work

Source: College office

Table 1.2(f) Courses offered at F.Y.B.M.S. level

F.Y.B.M.S SEMESTER – I	F.Y.B.M.S SEMESTER – II
1. Foundation of Human Skills	1. Business Environment
2. Introduction to Financial Accounts	2. Industrial Law
3. Business Law	3. Computer Application in Business
4. Business Statistics	4. Managerial Economics – I
5. Business Communication	5. Business Mathematics
6. Principles of Management – I	6. Introduction to Cost Accounting
7. Introduction to Computers	7. Environment Management

Source: College office

Table 1.2(g) Courses offered at S.Y.B.M.S SEMSTER - III

Compulsory Papers	Special Group Papers (Any ONE of the following)
1. Managerial Economics	1. Finance
2. Accounting for Managerial Decisions	i. Corporate Finance
3. Principles of Marketing	ii. Basics of Financial Services
4. Organisational Behaviour	2. Marketing
	i. Consumer Behaviour
	ii. Strategic Management
	3. Human Resource Management
	i. Recruitment and Selection
	ii. Motivation and Leadership

Source: College office

Table 1.2(h) Courses offered at S.Y.B.M.S SEMESTER – IV

Compulsory Papers	Special Group Papers (Any ONE of the following)
1. Business Planning and Enterprise Management	1. Finance
2. Business Research Methods	i. Advanced Costing and Auditing
3. Direct taxes	ii. Equity and Debt Markets
4. Production and Total Quality Management	2. Marketing
	i. Integrated Marketing Communication and Advertising
	ii. Rural Marketing
	3. Human Resource Management
	i. Training and Development
	ii. Change Management

Source: College office

Table 1.2(i) Courses offered at T.Y.B.M.S SEMESTER – V

Compulsory Papers	Special Group Papers (Any ONE of the following)
1. Human Resource Management 2. Service Sector Management 3. Financial Management 4. Elements of Logistics and Supply Chain Management 5. Business Ethics and Corporate Social Responsibility 6. Project Work	i. Special Studies in Marketing OR ii. Special Studies in Finance

Source: College office

Table 1.2(j) Courses offered at T.Y.B.M.S SEMESTER – VI

Compulsory Papers	Special Group papers (Any ONE of the following)
1. Entrepreneurship and Management of Small and Medium Enterprises 2. Operation Research 3. International Finance 4. Indian Management and Thought of Practices 5. Retail Management 6. International Marketing	i. Investment Analysis and Portfolio Management OR ii. Financial Markets and Operations

Source: College office

The above-mentioned courses are taught in such a way that the institutional mission is accomplished. The elective options offered at the Third Year B.Com and BMS levels and at postgraduate level provide a platform for the aspiring students to plan their career well in advance. In fact the choice of students at the second year level has witnessed a group of focused students who have opted for ‘Advertising’ as an option for building their career in advertising.

Students who opt for applied component subjects at the third year level are focused on their professional aspirations. There are students who have taken entrepreneurial venture in the field of computing technology after completing their course in Computer Systems. Similarly students who choose direct and indirect taxation seem to emerge as successful chartered accountants.

The add-on courses are made available to students mainly with an aim to bring about value addition in terms of knowledge and personality development. The courses emphasize on multidisciplinary approach. For example, the stock market related courses are interlinked with the concepts of Mathematics and Statistics. The institution believes in providing academic flexibility.

However procedural and administrative difficulties quite often intimidate the implementation of the same. For example, the eligibility criterion defined for entry into the graduate programme is different. This poses difficulty for allowing students to move in between courses. However, it should be pointed out here that the flexibility with respect to certificate courses compensates for the rigidity in the graduate and postgraduate programme. It is imperative to observe here that the respective faculty tries to combat this difficulty, by following innovative teaching methods.

The curriculum is designed, developed and controlled by the University of Mumbai. The established policy guidelines and rules are followed. However the flexibility in terms of time of completing the programme is noteworthy. Students who discontinue the course after one year are allowed to enter the stream after verifying the relevant documents. To quote an example, an F.Y.B.Com student, Mr. Prithvi Mehta wanted to experience education in Germany. The college allowed him to take a break and after joining back he is pursuing his studies at the institution.

Students who have not cleared the examination with respect to two courses in the first year are allowed to enroll in the second year of the course. Popularly known as ATKT, this system benefits the slow learners.

The college has been able to attract foreign students every year for the various courses that the college offers. Most of these students come from South East Asia. The college helps them in all possible ways. The college administration assists them in completing the formalities such as visa clearance, police clearance etc. The college hostel helps the boys who have chosen R.A. Podar as their destination for higher education by providing accommodation.

1.2.4 The college offers four self-financing programmes (permanently unaided).

- 1) D.M.S. (Diploma in Management Studies)- It is a two-year P.G. programme intended to develop an integrated perspective of the total managerial function and give the students a solid foundation necessary for assuming higher managerial responsibilities.
- 2) B.M.S. (Bachelor of Management Studies)- It is a 3-year programme under Mumbai University aimed at equipping students to pursue a career in Management.
- 3) M.Com. - The postgraduate programme aims to enable the students to gain proficiency in the subjects chosen at the postgraduate level. In depth study is encouraged such that they gain superior knowledge and skill.

- 4) Ph.D. – Three Ph.D. programmes are offered at R.A.Podar College. Given the changes in the field of Banking and Finance the programme offers scope for in depth research in diverse topics pertaining to the industry. By encouraging students to undertake research with reference to the current and contemporary issues in the field of Banking and Finance the college achieves the objective of contributing to the knowledge requirements of an emerging economy like India. The college obtained necessary affiliation recently to introduce Ph.D. in Accountancy and Business Policy and Administration.

The admission procedure for these programmes is similar to the other aided programmes. The guidelines of the University and the State Government are followed with respect to fees and the curriculum. The teacher qualifications and the salary paid are, however, left to the discretion of the management. The dependence on visiting faculty is a differentiating factor in the case of self-financing programmes. Ph.D. programmes are conducted as per the eligibility norms. As the Ph.D. Entrance Test (PET) is one of the required qualifications, Ph.D. admission is based on performance in entrance test and a personal interview.

1.2.5 The college provides additional skill oriented programme by enabling students to access the academy program for SAP. By entering into a MOU with SAP (India) the college has enabled the students of S.P. Mandali to benefit from the facilities under this programme. “U Academy Program” of SAP India is offered at a highly subsidized fee. The beneficiaries have been the students belonging to the middle class. The college has conducted several skill-oriented programmes related to Information Technology, training on behalf of ACA and ACS. More than 600 students have benefitted from these skill development programmes. The College also offers UGC Add on Courses in the area of Project Management, CRM, NetSim and ERP. A skill oriented UGC add on course in Communicative English is also offered.

1.2.6 The college provides flexibility in enabling students to combine face-to-face graduation programme along with e-learning resources that are available. The college encourages the students to enroll for online courses made available by various financial institutions.

1.3 Curriculum Enrichment

1.3.1 The curriculum given by the university is taken as a base for completing the programme. Faculty members go beyond the prescribed curriculum by bringing in several innovative methods to make the students understand the letter and spirit behind the curriculum. For example, the Foundation Course taught at the F.Y.B.Com and S.Y.B.Com requires sensitivity to be brought in about the differently abled students and senior citizens. The department of Economics and Foundation Course tied up with Lok Seva Sangam (LSS), a local NGO engaged in the education of street children, children of slum dwellers and daily wage labourers. Students prepared lesson plans, teaching aids (flash cards and charts) for the children. A yearlong programme was designed wherein group of five to six students went for a week to two of the slum areas in Mumbai, Sion and Chunabhatti. They taught those young children in the NGO premises, various subjects as per their age and grasping ability. This first hand “experiential teaching” has been a good learning experience for the students. The classrooms of the college are equipped with projectors and this enables the faculty members to use video clips and other visual presentations to enhance the learning experience.

1.3.2 The college provides opportunities to students to have practical exposure to the curriculum taught. The students are encouraged to plan and organize events, which are curriculum based. One such event is ‘MONETA’. This is a national level financial market oriented event where the students work as a team and organize events and activities. Students learn the notions of delegation of work, financial management and customer relationship management. The core team guides the volunteers and the subsequent year is taken over by another set of leaders. Encouraging students to take up internship in the corporate world also ensure employability of students. Self-confidence, teamwork and better communication skills generally help the students employable.

Information Technology has touched all spheres of human life. Higher Educational Institutions are no exception to this rule. The college recognizes this and hence makes an earnest effort to lay a strong foundation at the beginning of the students’ educationally formative years. The college allows them to opt for Computer Systems as a subject at the graduate level. With the audio visual room fully equipped with electronic devices and internet facility in the college library, the college administration makes sure that all the stakeholders at the college premises are ICT enabled.

Recognizing the fact that some students might not have access to computers at home, the college has made available computers to students in the library free of cost, with Internet facilities at nominal cost. Also, the faculty stresses upon and encourages the students to prepare projects, seminars and debates with the aid of information technology and use of modern equipment available in college. The focus of processing information technology, inter alia, is to strengthen the potential of the students and to make them readily employable in the global market.

1.3.3 The institution is committed to 'equality'. This applies to gender sensitization, preservation of human rights amongst other things. The curriculum provides enormous scope for practically demonstrating these issues. Environmental Studies (E.V.S.), a subject taught at the F.Y.B.Com level is given greater importance in terms of time allotted. The number of lectures allotted for this course is four as against 3 for other courses. This is given four in a week. The teachers enable the students to undertake nature trails and give practical exposure to the need for maintaining ecological balance. The need and responsibility of preserving environment is emphasized in almost all the programmes organized by the institution. All events organized by the students promote this aspect of environmental protection.

1.3.4 Value Education has been at the top of the agenda of the institution. Personality development courses and yoga sessions help in achieving the holistic growth of students. Separate value education lecture is organized with the help of experts from Chinmaya Mission and other NGOs committed for upholding the ethics and moral values. With the various language associations, the cultural values and the need to preserve them is emphasized. The annual Ganeshotsav organized by the students promotes the value of culture and heritage. Interestingly, they use only reusable and non-hazardous materials for decorative purpose. 'Bhondla', a traditional Maharashtrian cultural event is practiced and promoted. Every college programme begins with an invocation and ends with the National Anthem.

1.3.5 Curriculum enrichment is possible only by acting on the feedback from alumni and other stakeholders. Feedback received from students and other stakeholders have resulted in efforts being made to make the curriculum more practical oriented. One of their suggestions given about the need for a proper training for reading a financial newspaper by an alumni was taken up and is made a regular feature, in the teaching learning process.

1.3.6 The evaluation of the quality of the programmes is done on the basis of the feedback given by the stakeholders. The testimonials given by esteemed guests and participants visiting the college help in the process of evaluation. The academic audit conducted at regular intervals also helps in assessing the quality of programmes.

1.4 Feedback System:

1.4.1 Since the college is an affiliated institution the scope for flexible curriculum is comparatively on the lower side. However a few members of the faculty being a part of the curriculum development programme at the University of Mumbai contribute to the process of curriculum design. Dr. Mrs. Shobana Vasudevan has been a member of the syllabus committee for different subjects in the faculty of commerce and business management. She is also a chairperson for framing the syllabus for management oriented subjects at graduated and post graduate level. Dr CA. P. D. Kamthekar is a member of the Board of Studies of Banking and Finance who helps in framing an inclusive syllabus.

1.4.2 The college considers feedback as a very important component of its own learning process. Learning and gaining knowledge from the process of obtaining reviews and feedback on curriculum has been an ongoing process at the college. Local institutions also participate in the feedback process. The college ensures that a network is built and maintained with all its stakeholders. The Alumni of the college are members of prestigious institutions such as the Institute of Chartered Accountants of India, Institute of Company Secretaries of India as well as the Institute of Cost and Works Accountants of India. They hold positions on the managing councils of such institutions.

The parents of students are from allied fields and being on the PTA, provide timely feedback on various issues. Also, there is a flat hierarchy in the various departments in college; which ensures free flow of information and suggestions between the faculties per se and between the students and the faculty. The Principal is a member of MDC of Mumbai police. The interaction between other members also helps in obtaining feedback about the institution and implementation of the suggestions.

1.4.3 Given the changing scenario in the field of management policy and practices in accounting standards, a need to offer Phd. in Commerce and Accountancy was felt. The Phd. Programmes will give scope for in depth study and research on new concepts, practices and recommendation to industry. Phd. course in business policy and administration help in developing a knowledge base in the emerging area.



**Criteria III:
Teaching, Learning & Evaluation**

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 Student Enrollment and Profile

2.1.1 The application form and the prospectus are time-tested methods for effectively communicating the procedure and process of admission. With increasing usage of Internet amongst the student community, the college website www.rapodar.ac.in is becoming the most important medium of communication with the outside world. The admission procedure and dates are put up on the college website. The College provides a prospectus to all prospective students at the time of admission. The prospectus acts as a complete guide for the students and their parents. With a legacy of 75 years of delivering education par excellence in the field of Commerce, the college today has many fourth-generation-Podarites, all from the same families. The certificate courses conducted from time to time are given publicity through the college website, posters and handbills. Social media like college Facebook page are also used for informing students about the short-term certificate courses/ programmes. The official Facebook page (www.facebook.com/rapodarcollge/) is used for informing students about the short-term certificate courses/ programmes and events. Posters are displayed (with prior permission) at the neighbouring colleges to make students aware of the courses.

Admission at Podar is strictly based on academic merit and achievements in predefined fields. An independent Admission Committee is responsible for smooth implementation of the entire process. Relevant details are gathered from applicants through the application form. These details are recorded, processed and verified through a fully computerized process. The names and other details, including marks of short listed students are prepared and displayed on the notice boards. After admitting students from this list, if some seats remain vacant, the subsequent lists follow.

Admission process is a time bound activity, which is completed within a specified period. Generally the University of Mumbai defines the guidelines about the sequence of activities to be followed. Since the year 2013-14 the University of Mumbai has made online enrollment mandatory for admission into graduate programme. All aspiring students need to fill up an online form where they need to mention about the college of their preference. However, they need to approach the colleges of their choice

and fill up the application form of that particular college to complete the application related formalities.

2.1.2 The admissions to the first year courses of B.Com for outsiders are on merit basis (students who complete H.S.C. examination through R.A. Podar Junior College are admitted automatically in the aided under graduate course). Students after having passed the H.S.C. Examination, conducted by the Maharashtra State Board for Secondary Education, become eligible for admission into the F.Y.B.Com. / F.Y.B.M.S courses offered by the college. Students, who have passed equivalent examination conducted by the statutory boards of states other than Maharashtra, must obtain the eligibility certificate from the University of Mumbai, prior to their seeking admission to first year courses. Admissions to the S. Y. B. Com. and T. Y. B. Com. classes are reserved for in-house students only. However applications from the wards of parents who are on transferable jobs are considered and may be accommodated. The admission to B.M.S. and M.Com are open to all and is done on merit basis. Following is the admission process in the college at F.Y.B.Com level.

Chart 2.1: Admission Process

In-house students	Outsiders
<ol style="list-style-type: none"> 1. Admission forms are distributed on the day of the declaration of the XII Board results to in-house students. 2. The Admission Committee scrutinizes the forms and puts up the merit list for in-house students admission. 	<ol style="list-style-type: none"> 1. Aspiring Students collect Pre-Admission and Admission forms from the College Office. 2. Provisional eligibility forms (University of Mumbai) are available in the college office and students can purchase the forms from the office.
Documents required at the time of Submission	
<ol style="list-style-type: none"> 1. Pre-Admission Form. 2. Attested copy of XIIth Mark sheet. 3. Application under Sports / Cultural / Special Category. (Photocopy of the documents in support of their application under the said category.) 4. 	<ol style="list-style-type: none"> 1. Pre-Admission Form 2. Attested copy of XIIth Mark sheet 3. Photocopy of fee receipt of Provisional eligibility form

Documents required at the time of Admission	
<ol style="list-style-type: none"> 1. Admission form 2. Original Mark sheet of XII standard 3. Passing Certificate 4. Original caste certificate in case of OBC/SBC/SC/ST/NT category. 5. Non-Creamy layer certificate for OBC category 6. Passport size Photographs 	<ol style="list-style-type: none"> 1. Admission form 2. Original Mark sheet of XII standard (For I.B. students: Predicted Mark sheet) 3. Passing Certificate 4. Migration/Transfer Certificate 5. Provisional eligibility certificate form/photocopy of fee receipt of provisional eligibility form 6. Original caste certificate in case of OBC/SBC/SC/ST/NT category 7. Non-creamy layer certificate for OBC category 8. Passport size photographs

Since 2014-15, the University has started with a unique enrollment number for the students enrolled for the graduate programme.

The University conducts a Ph.D. Entrance Test (PET) for entry into the Ph.D. program. NET qualified students are exempted from the entrance test. PET qualified students apply to the college research center. A panel of experts interviews shortlisted applicants and final selection is made. The College submits the list of students admitted in all the programmes to the University within the prescribed time limit. The University provides online permanent registration number (PNR) for students enrolled for graduates program.

The admission procedure for diploma courses and certificate courses follow the method of 'FIRST COME FIRST SERVED' to ensure equity and objectivity.

2.1.3 The following table gives an idea about the cut-off percentage of students admitted in the various programmes in the college. A comparative analysis with a competing college is also provided alongside.

Table 2.1: Cut-off marks for the various programmes

Year	Programme	Maximum % of marks	Minimum % of marks	Competing College
2011-12	F.Y.B.Com	97.00	88.6	85.33
	M.Com-I Accountancy	90.71	74.86	NA
	M.Com-I Management	88.5	60.00	
	F.Y.B.M.S. Commerce	94.5	85.2	78.83
	F.Y.B.M.S. Science	90.67	79.3	65.83
	F.Y.B.M.S. Arts	85	69	53
2012-13	F.Y.B.Com	96.8	90.2	NA
	M.Com-I Accountancy	95.57	84.57	NA
	M.Com-I Management	90.29	81.71	
	F.Y.B.M.S. Commerce	94.4	86.83	75.33
	F.Y.B.M.S. Science	89.4	76.83	63.83
	F.Y.B.M.S. Arts	90		51.17
2013-14	F.Y.B.Com	97.8	90.00	85
	M.Com-I Accountancy	90.14	77.67	94.17
	M.Com-I Management	90.00	67.08	
	F.Y.B.M.S. Commerce	96.8	88.17	74
	F.Y.B.M.S. Science	91.4	80.5	65.83
	F.Y.B.M.S. Arts	82.8	61.83	NA
2014-15	F.Y.B.Com	97.6	91.6	92
	M.Com-I Accountancy	90.36	78.57	72.57
	M.Com-I Management	88.64	66.29	
	F.Y.B.M.S. Commerce	97	91.6	87.83
	F.Y.B.M.S. Science	95.4	80.2	66.83
	F.Y.B.M.S. Arts	89.2	70.37	NA

*- Cut-off given for students admitted under General category

Source: Office Records of R.A.P.C.C.E. and other sources.

2.1.4 The college has an Admission Committee as per the norms prescribed by the Government of Maharashtra and the University of Mumbai to conduct the admission process (Annexure 2). The College strictly adheres to the government reservation policies. By convention the college gives representation to the Professors-in-charge of Sports and Cultural activities in the Admission Committee. The college reviews the admission process soon after admissions are concluded to ensure compliance.

Every year, post the admission process, the Admission Committee analyses the steps taken during the process of admission. Over the period it has been observed that the parents and students find it difficult to reach the college and find out whether their names appear in the merit list or not. This problem was addressed by uploading the cut-off marks and complete merit list on the college website. These efforts have resulted in a hassle free admission process for the college.

An independent committee appointed by the University of Mumbai also reviews the admission process. This committee visits the college annually to check the various records related to the admission process.

2.1.5 The college is a Government-aided institution. Therefore, the initiatives undertaken by the Government in improving the status of the marginalized community are supported fully. The admission process of the college stands a testimony for this social commitment. Table 2.2 gives a glimpse about the profile of students admitted during the past four years.

Table 2.2: Student profile of last four years

Year	Class	Number of students admitted							
		Open	SC	ST	OBC	DT/VJNT	SBC	Women	Minority
2011-12	F.Y.B.Com	525	96	9	143	32	12	466	47
	F.Y.B.M.S.	63	15	03	19	9	2	72	09
	M.Com-I	114	14	3	19	8	2	83	06
2012-13	F.Y.B.Com	465	112	3	168	39	16	491	9
	F.Y.B.M.S.	64	16	2	16	11	-	73	11
	M.Com-I	101	20	1	20	5	3	78	3
2013-14	F.Y.B.Com	490	106	6	166	46	13	467	20
	F.Y.B.M.S.	69	13	3	16	11	3	56	05
	M.Com-I	91	28	2	19	10	4	76	8
2014-15	F.Y.B.Com	429	131	8	161	65	13	469	168
	F.Y.B.M.S.	75	11	4	11	11	2	60	6
	M.Com-I	82	32	1	29	7	6	94	7

Source: *Office Records of R.A.P.C.C.E.*

The college makes no discrimination based on caste, creed, culture, gender or religion. Each one at Podar is given equal opportunities to nurture and mature themselves into able, responsible citizens of the country.

In addition to the community-oriented reservation, the admission process of permanently unaided courses such as B.M.S needs to give due weightage to the diverse stream chosen by students at the Higher Secondary level. The number of seats is distributed in such a way, that students who have chosen Arts, Commerce, MCVC and Science during their Higher Secondary course are given a fair chance.

The past performance of the applicants in the field of sports and extra-curricular activities are given due credit such that they have equal chance to make their entry into Podar along with other academically brilliant students. Similarly students with LD and physically handicapped are given due consideration during the admission procedure.

2.1.6 The College is known for providing quality education in the city of Mumbai. The quality certification of NAAC in the earlier two cycles has reinforced the seventy-five years legacy of Podar education. The College name has earned visibility at the National level through the media as well as through the national level programmes organized and conducted by the College. The number of applications received for the number of seats offered for the outsiders proves this point. Table 2.3 and 2.4 provides a quantitative input about the applications received for the regular programmes and the value added courses respectively.

Table 2.3: Programmes offered during the last four years

Year	Programmes	Number of applications	Number of students admitted	Demand Ratio
2011-12	B.Com	1559	821*	1.9
	B.M.S.	1179	115	10.25
	M.Com	327	160	2.04
	Ph.D.	30	05	6.00
2012-13	B.Com	1123	806*	1.39
	B.M.S.	1016	113	8.99
	M.Com	415	150	2.77
	Ph.D.	-	-	-
2013-14	B.Com	1151	828*	1.39
	B.M.S.	961	120	8.01
	M.Com	353	154	2.29
	Ph.D.	01*	01* JRF	1
2014-15	B.Com	1517	809*	1.86
	B.M.S.	1251	115	10.88
	M.Com	350	157	2.23
	Ph.D.	19	02	9.5

*The number includes in-house students whose applications are not included in column 3.

Source: Office Records

Table 2.4 Value added courses offered by the Institution

Year	Programmes	Number of applications	Number of students admitted	Demand Ratio
2011-12	1. Investment analyses & Stock Market	28	28	1
	2. Phonetic Accents	55	55	1
	3. Vedic Maths	34	34	1
2012-13	1. Investment analyses & Stock Market	117	117	1
	2. SAP	15	15	1
2013-14	1. SAP	11	11	1
2014-15	1. SAP	4	4	1
	P G Diploma			
2011-12	D.M.S.	37	37	1
2012-13	D.M.S	16	16	1

Source: Office Records of R.A.P.C.C.E.

A mixed trend emerges for the various programmes and courses. The oscillations are year specific vis-à-vis the courses. In a particular year i.e. 2014-15 demand for B.M.S. appears to be high rather than the previous years. Demand for M.Com shows an increasing trend year after year.

2.2 Catering to Student Diversity

2.2.1 Differently-abled students are treated on par with other students. Such an environment enables the students to feel normal and confident. The teachers identify their interests and they are motivated to undertake the activities of their choice, be it academics, curricular or extra-curricular. In this regard the Self- Development Centre plays a key role in shaping their personalities. Special sessions for such students are conducted to motivate them to focus and excel in their career.

Students with learning disability are given due consideration by providing them with more time for completing the examination. Grace marks as per rules are given to enable the student to clear the examination. The Library has an audiovisual facility for the blind students so that they can also use the library resources for their benefit. They are given access to the university audio lectures as well.

The college administration takes keen interest in providing all possible support to the physically disabled. Special arrangements are made for conducting their examinations on the ground floor of the college. The NSS has a ready data bank of students who become scribes for the blind and differently abled students during their examination. A few of the faculty members have been actively involved in suggesting guidelines to incorporate certain changes in the Maharashtra State Universities Act for the benefit of differently abled students.

2.2.2 As the admission procedure relies on the marks obtained by the student in the examination conducted by the Boards of Higher Secondary Education in India, there is no requirement for testing the skill set and knowledge level of the students before the commencement of the program. Diagnostic tests are conducted by the respective subject teachers to gauge the knowledge level of the students. Bridge courses in the subjects of Accountancy and Mathematics are conducted by the in-house faculty members to bring the students at par with the rest of the students.

For the Ph.D. programme, PET qualified aspirants have to go through a round of interviews for selection by which the aptitude and skills of the prospective researchers are assessed.

2.2.3 The College has Bridge courses in the subjects of Accountancy and Mathematics. They are specially designed so that the students can easily understand the basic concepts in these subjects. The college has remedial coaching for the academically weak. Special timetables are prepared for the Remedial lectures. Teachers take efforts to identify the weakness of the students in the learning process, which needs to be improving. Many times it has been found that a particular learner requires repetition of the same concepts more than twice. This problem is addressed by making the concerned students write the concept several times to build confidence of the student. A major problem amongst the economically weak students is the 'fear factor'. That is they either feel shy or afraid to express their doubts and difficulty vocally. The faculty members, by virtue of their experience, understand this kind of difficulties and address these issues.

At the informal level, an atmosphere is created whereby students feel free to approach the teachers to solve their queries. A strong teacher-student bonding is being developed as efforts are made to boost the self-confidence of the students. Outdoor field trips are arranged for the remedial students to break the ice between the teachers and taught. Communicative English course is yet another initiative aimed at enhancing the self-confidence of the academically weak. This UGC add-on programmes enriches the capabilities of the students to communicate freely in English. This is offered free of cost such that the benefit reaches the group which needs it the most. This course is conducted in the well-equipped Language Lab of the college.

2.2.4 The College has a number of Forums, which sensitize students towards environment awareness, inclusiveness and gender equality. Women Development Cell, Cell against Sexual Harassment at Work Place, N.S.S., Podar Nature Club, Hikers Club are highly active forums. The N.S.S. Volunteers perform street plays at regular intervals in and around the college to make people aware of issues about gender bias, social exclusion. A point to be noted here is that the college is surrounded by two more educational institutions offering undergraduate and post-graduate programmes. The Ruia College and the Welinkar Institute of Management enrolls students for such programmes. The street play enacted by the Podar students thus reaches more young and change-oriented group of audience.

Road safety measures, need for preserving the ecology, substance abuse, importance of blood donation are few other themes on which street plays are performed. The Red Ribbon Club regularly organises events, lectures and skits to make students aware of the problems associated with substance abuse and AIDS. The Nature trails and hikes organized by the respective Forums throughout the year help in sensitize the students about the environment. Student initiated events like “Enigma” and “Moneta” organize *Greenathon* to promote awareness on climate change and campaign for a greener environment. The Podar Hygiene Brigade, a students’ body, promotes and campaigns for keeping the college campus clean. Display Boards regarding “Switch off lights and fans when not in use” in each classroom are some of the activities of the Podar Hygiene Brigade. The efforts put in make the college campus eco-friendly.

2.2.5 The teachers do not restrict to discussing topics within the syllabus alone. In subjects like Mathematical and Statistical Techniques, Business Economics, Business Management papers and Psychology of Human Behaviour, students are made aware and are prepared to meet the challenges of the professional courses like C.A., I.C.W.A, C.S. and Business Management Studies. Question papers incorporate some questions (within the syllabus), which possess discriminative value. Since the educational curriculum is geared towards the average learners, the college tries to fulfill the needs of both the academically slow and academically advanced learners.

The college has the practice of felicitating brilliant students from the field of academics and otherwise. During the Independence Day celebration, the N.C.C. cadets are given due recognition. Students who excel in academics, sports and cultural activities are recognized by way of awarding cash prizes, trophies and medals at the Annual prize distribution ceremony. (Annexure 3 for the detailed list of prizes and awards). This ceremony hosts a successful Alumnus to motivate the students. Their interaction with the students and their journey to success inspires and boosts the self-confidence of the students.

Achievements of the students are also highlighted on the college website along with their photographs. A short profile of the students securing university rank who are awarded gold medal by the college is also uploaded and maintained in the college website.

With the guidance of the faculty members, students are encouraged to participate in National and International Research competitions, so as to develop analytical and critical thinking. Students are encouraged to select research-oriented topics for their projects and assignments wherein they need to do primary research work like collection of data from the field. This hones their research skills and critical thinking capabilities. Students are also encouraged to apply for summer / winter internships or on-the-job training. (Annexure 4).

2.2.6 The College follows a two-fold plan. The class mentor shares the odd semester results with the parents. The parents are informed about the facilities provided by the college including the remedial lectures and other resources available to the students.

Personal difficulties if any are also discussed with the parents and suitable course of action is suggested.

Student's performances are shared with the Faculty and Course wise details are presented and an open discussion is encouraged amongst the faculty members. The data about the students' performance such as number of students securing different grades course wise is discussed by the staff members. Many a times it is found that a particular students does very well in five /six out of six/seven subjects and reflects poor performance in one subject. Such students are identified and referred to the Self Development Centre to find out the issues behind the poor performance. The mentors play a key role in helping the students overcome their difficulties. The problem of students dropping out of the course is minimum as far as the college is concerned. Students drop from courses temporarily for accommodating their passion and resume the studies after a while. This flexibility is given by the college management.

Some of the efforts put in by the college on the basis of result analyses are summarized below:

(a) Counselling sessions through the Self Development Centre

The Self- Development Centre of the college steers up this activity for students. Aply supported by a Professional Psychologist (from Disha Consultants) which the college has appointed for the students, the centre has been mentoring and guiding students with their personal and professional issues. The consultant arranges for aptitude tests, personality profile testing and psychometric tests for students to guide them in making better career choices. The mentoring programme initiated by the college during the last 4 years has encouraged the college administration to try methods to strengthen the same.

(b) Mentor- Mentee Programme

Since 2011-12, a well-structured mentor – mentee programme has been initiated. The IQAC has taken the initiative of appointing a mentor for each division of each class. There are regular mentor mentee interactions. Semester results are distributed using the mentor - mentee system. Parents are also encouraged to meet, discuss and consult the mentors of for any issues pertaining to their ward. Regular parent teacher meetings are organized and feedback is given and taken from parents. Inputs from the parents about their children also help in understanding the students and the teachers

are able to work more effectively with the student.

(c) The Buddy programme

Mentoring is a continuous process at Podar. The Buddy Program uses students from the higher classes to reach out to the freshers or at times academically advanced students to the academically disadvantaged students who have trouble balancing a challenging social and academic agenda. Since students are constantly struggling with a changing social scene, the Buddy Program extends a concerned and helping hand to these students. This program is a win-win situation for all that are involved. The more mature students feel proud and helpful mentoring a younger student, while the freshers find stability, friendship, and a boost in their own self-confidence over the course of this program.

(d) Earn while you learn scheme

The “Earn while you Learn scheme” has enabled students to earn through part-time job in the college through the Students Resource Centre. They are also employed in the college office and library where they provide secretarial assistance. Their working hours begin after the lectures get over. Around 6 students have taken help of the Earn while you Learn scheme.

2.3 Teaching-Learning Process

Teaching Learning is the core activity of an institution providing under graduate education. The learners approach the colleges for gaining knowledge and at the same time learn life skills such that they go out as useful resources. R.A. Podar College has understood this great responsibility and device means and methods to achieve quality teaching, which will lead to, accomplished learners.

2.3.1 The college has an effective plan for organising the teaching-learning and evaluation process. All activities are ‘learner centric’.

The academic calendar is prepared by the Academic Cell of the college at the beginning of each academic year in consultation with the Heads of Departments, who in turn convey it to their departmental colleagues. The academic calendar has details of distribution of teaching days and examination days in each semester. (Annexure 5).

A central class-wise timetable is prepared for the next academic year by the Time Table Committee towards the end of every academic year (i.e. in April) and distributed in advance to all the departments. Each department prepares a teaching plan based on the academic calendar and the timetables given. Teaching plan for every subject is prepared under the supervision of the respective head of the department. By convention, all teachers teaching the subject (there is more than one division for each course of study) consult each other while designing and developing the teaching plan. Such an exercise brings about a possibility of common approach as far as the coverage of the prescribed syllabi is concerned. A template is prepared and emailed to all the faculty members in order to standardize the teaching plan. Typically teaching plans are prepared with reference to particular session. The Learning outcomes form the critical component of the plan. Few other details included in the teaching plan are expected learning outcomes or objectives, structure of session and schedule of the activities, best teaching and learning methods to achieve learning outcomes, list of contents and key topics, teaching methodology to be adopted. The Academic Cell of the college in consultation with IQAC ensures that uniformity is maintained. (Annexure 6).

The room timetables are put up outside every room of the college. Subsequently, through periodic meetings, the departments review the coverage of the syllabus. Just before the term end examination, the departments review the syllabus covered and conducts extra lectures whenever required.

Every teacher is given a planner before the commencement of the academic year. The planner is useful to list out the lectures conducted by the faculty on a daily basis. The planner also includes formats to indicate co-curricular and extra-curricular activities and record of leave. The diary maintained by the teacher ensures compliance of the academic plans.

For evaluation, the college strictly follows the University guidelines regarding internal assessment, class tests, assignments, projects and presentations. The Examination Committee headed by a chairperson conducts the examination in the college for all the programmes of the college other than the certificate courses. Since

the year 2011-12, the college has adopted a CBSGS pattern of examination as per the University of Mumbai system. The system introduced a continuous evaluation system by introducing a 40-60 pattern: wherein 40 marks are for internal assessment and 60 marks for semester end examination. Assignments/ group discussions became part of the internal assessment process. From the academic year 2014-15, the system has changed to 25-75 marks pattern wherein 25 marks is for internal assessment while 75 marks is for semester end examination. The internal assessment component has a class test of 20 marks, which too is conducted by the Examination Committee. For all examinations conducted by the Examination Committee, the College follows Centralized Paper Setting (CPS) schedules. Designated date, time is allotted for preparing the question papers. Facilitators from the Examination Committee conduct the CPS. Also all assessment work at R.A. Podar is in line with the University Centralized Assessment Programme (CAP). Both CPS and CAP ensure effective time management. The answer sheets are masked to ensure fairness in assessment. Schedule for examination, central assessment programme, moderation work, preparation of mark lists, announcement of results, and revaluation of papers is decided by the Examination Committee for all First and Second Year UG examinations and communicated to the respective stakeholders. The timetables for all college examinations is prepared well in advance and displayed on notice boards as well as on the college website. The Third Year UG exams are conducted by the University and assessment is through the University's Central Assessment Programme.

The timetable for project submission for PG students is prepared for the entire semester and is intimated to the students well in advance. The Semester-end Examination for PG students is conducted by the University of Mumbai and evaluation is done through the University's Central Assessment Programme.

2.3.2 Quality improvement is a continuous process in an educational institution. At R. A. Podar, IQAC forms an integral part of academics and administration of the college. It has played an important role in developing and streamlining systems and processes of the college. Since 2011-12 IQAC has taken up the following quality initiatives with respect to teaching and learning process:

- 'PEER LEARNING' is an exercise introduced by IQAC to facilitate free flow of ideas amongst the faculty members of the college.

Under this, innovative teaching methods are discussed such that new methodology emerges. This also helps in collaborative teaching. It is interesting to note that there are few topics under commerce faculty, which are common in more than two courses. For e.g. the economic situation in India and elsewhere is covered by the teachers of Business Studies, Economics, Foundation Course and Law. The Peer Learning brings forth the emphasis given by the different faculty members teaching the same topics under their course. This further brings about more clarity while teaching of that topic is done in the typical class. The learners could get an over view about how knowledge gained in one course may fruitfully be applied in other courses as well. IQAC has also organized peer learning beyond campus by inviting faculty from cluster colleges for workshops. 'How to set a question paper' was a theme of the workshop where contribution from the participants was an eye opener for everybody present. This also helps in finding out innovative method for internal assessment.

- The IQAC believes in continuous assessment of the teaching learning process. In order to achieve this, the cell organizes academic audit on a regular basis. Subsequent the visit by the team of University of Mumbai which accorded the Best College Award to Podar College the IQAC has been conducting academic audit every year on the same lines. An Academic Audit Team comprising of the Principal, Vice-Principals, and senior colleagues from Cluster College is formed and assigned the responsibility. This helps in finding out the gaps in the process of teaching learning such as variations in internal assessment, level of subject coverage etc. The Academic Audit helps the IQAC to devise methods for monitoring lectures.
- Daily time sheets for monitoring lectures were initiated in 2013-14. The time sheets records the lectures taken by each teacher and the syllabi covered in each lecture for each day. Recently in order to keep up with the ICT orientation in institutional activities the daily time sheets are electronically entered.
- The college has to rely on a few ad hoc teachers and involve them in the regular teaching process. This is due to certain unavoidable issues.

However, the management is committed to provide quality teaching to the learners. The IQAC takes up the responsibility by organizing an induction programme and encouraging peer learning within the department such that the new entrants to the teaching set get required training. For instance, the Head of the Department of Accountancy conducts model lectures when the ad hoc teachers in the subject are inducted. Similarly, under the guidance of IQAC, the Economics Department and the English Department orient the ad hoc teachers about the teaching-learning exercise at R. A. Podar College.

- Every year training sessions are conducted by IQAC for the new teachers about exam supervision duties with an update meeting each year for the existing invigilation team so that they are aware of any changes. The objective is to make sure that invigilators know what is expected of them.
- Feedback from different students, parents, and alumni are collected by IQAC about teaching- learning, evaluation, analyzed and shared with the staff for improvement.
- IQAC also believes in innovative exercise for enabling positive bonding between the faculty members. Over a period of four years the college under the IQAC has organized three outdoor training programmes for the faculty. These outdoor programmes are aimed at building mutual understanding and cooperation between the faculties. Eventually the objectives have been achieved as the faculty members work as a single team when college activities are conducted. When the college organize and conducted Refresher Courses on behalf of the Academic Staff College the peer group expressed their observation about the teamwork they found at the Podar campus.

2.3.3 The main stakeholder for an HEI is the student. Therefore, as an institutional philosophy, Podar believes in making the learner the centre of all activities related to teaching learning and evaluation. The college believes that when the student/learner leaves the Podar campus after a stint of 3/5 years he/she should be a complete person who has a quest for excellence combined with concern for human values. In other

words the adolescent youth who enters the Podar education at a tender age of 17 should leave as ready resource and contribute towards the development of the nation. This requires a 360-degree approach in teaching learning and evaluation which Podar does through diverse programmes.

The teaching learning process including the methodology enhances participative learning. The participative learning involves the following steps.

- ✓ Teachers screen feature and documentary films in order to sensitize and educate students about subject topics especially in subjects like Environmental Science, Advertising, Journalism, and Foundation Course.
- ✓ Eminent speakers are invited to give guest lectures. These experts bring their expert knowledge to the classroom, which widens the knowledge horizon of the students.
- ✓ 'Case study' method is widely used for making the lecture interesting and informative. Students are allowed to think freely and loudly such that the atmosphere in the classroom is vibrant. The 'Case study' method has been highly recommended for sharpening the analytical and decision-making skills of the students.
- ✓ The Teachers prepare objective type tests, short questions and case studies that are administered to the class, after the completion of the relevant topics. This enables the slow learners to get better grip of the subject and also more practice. The teachers engage in 'quizzes' to identify the knowledge level of the students before commencing any new topic. This method not only generates interest in the new topic but also build better rapport among the students.
- ✓ Innovative teaching tools like flip flop, games bring in better student engagement in the classroom and allow them to deepen their knowledge. Another interesting student centric method for interactive learning is experiential learning.
- ✓ The faculty arranges field trips in order to enable the students to have a hand on experience from the industrial set up. An academic industry linkage developed by the faculty over a period of time helps them to visit facilities at NSE, BSE, RBI, JNPT etc. Long industrial visit are part of the experiential

learning the details are presented in (Annexure 7).

- ✓ The students of Podar College are encouraged to organize annual inter-collegiate events for promoting literary skills, cultural expertise and financial knowledge such as Rostrum & Spectrum, Enigma and Moneta. It is but obvious that events of such scale involving other colleges in the city (Rostrum Spectrum and Enigma) and colleges across the country (MONETA) require immaculate planning organizing, marketing and budgeting. All of these aspects are part of the syllabus under Economics, Business Studies, Commerce and Law. The textbook knowledge is learnt through experiencing the same, which enable better knowledge transfer. As an ethical practice, Podar college students do not participate in the inter-collegiate events organized by the college. Thus the college inculcates ethical values and fair play amongst the students.

Collaborative learning is yet another student-centric endeavor in the learning process at Podar College. Under this the concept of Peer Learning is introduced at the student level. Projects are assigned as a group and they are given specific task such that the outcome is presented as the result of group exercise. Under collaborative learning, one student helps another student. It is effective tutorial session, which enabled the students to be self-conscious about their writing skills.

In order to recognize the higher skills of certain student group and enable them to share it with the rest of class book review sessions are organized. The faculty helps in choosing the book to a learner who is expected to read and share the content combined with the personal opinion to the entire class. Opinion building, decision making skills are becoming rare amongst the youth of today. Podar encourages independent learning aiming to achieve this end.

The college management supports by way of providing all required resources besides the permission to experiment innovative methods amongst the students. The library, language lab and ICT facility are freely available to the teaching faculty, which encourages the faculty to try out innovative teaching methods.

Teachers at R. A. Podar adopt teaching methods that promotes independent thinking and self-learning amongst students. The teachers try for inculcating enduring

universal values such as respect for different cultures, peace and tolerance, democracy, justice and equality. The diverse composition of the student community of the college, which includes students from Mumbai, other parts of Maharashtra, other states of India and foreign students, facilitates this. The college focuses on developing human resources who are sensitive, compassionate and socially responsible.

2.3.4 The College believes in the policy of giving freedom to students to express and nurture their creative side under the guidance of the teachers. Teachers in their individual capacity encourage and guide the students to polish their talents. The creativity is nurtured by organizing various competitions such as painting, poster making, rangoli, creative writing, photography, theatre etc. Students are motivated to showcase their creativity in the Annual College Magazine. The scientific tempers of students are identified through projects/assignments and presentations as a part of foundation course. As a college specialized in commerce education, it may be an unusual exercise to have interest demonstrated in Mathematics and other pure sciences. However, Podar students have demonstrated their appetite for Mathematics by organizing an inter-collegiate mathematics based event, 'Mathematrix' an annual exhibition organized by the Mathematics Association of Podar. It gives opportunity for the students to hone their mathematical skills and applications. The exhibition is open to educational institutions in the neighborhood thereby the neighborhood network is established and maintained.

2.3.5 All classrooms in the college are ICT enabled and most lectures are conducted with the help of ceiling mounted OHP. The college has added necessary hardware and software to equip more classrooms and laboratories with ICT facilities. Desktop computers, laptop computers, portable audio systems, projectors and screens are extensively used by the teachers and students. The facilities made available by the college to the faculty for effective teaching include, Internet connectivity and a dedicated lease line with 8mbps of speed for faster Internet speed. The e resources in the form of online databases, e-books and e-journals are also accessible by the faculty.

Nlist-INFLIBNET services are also available in the college and provide access to 4637 titles of e-journals and e-books from Cambridge, EBSCO host, Oxford

Scholarship, Springer e-books, Sage publications and Taylor Francis eBooks.

The time tested lecture method is also used as a method of teaching. The quality of teaching is augmented with the help of audio visual aids, experiential learning, field visits, guest lectures, film shows, quiz and presentations in the classrooms. The college has an audiovisual room with the latest infrastructure and a good collection of audio CD and DVD, on a variety of topics. The college has three computer labs for computer assisted learning in the subject of Computer Systems and Applications.

2.3.6 Lectures by subject experts are organized in the college from time to time for students and teachers. Apart from this, the college also organizes workshops, seminars and expert lectures for exposing students and faculty members to advance level of knowledge. Faculty members are also encouraged to attend national and international seminars, conferences, and workshops so that they can update and upgrade their knowledge and pass it on to the students by integrating the acquired knowledge in their lectures. Eminent personalities like, Shri. Y. H. Malegam, Shri. Adi Godrej, Shri. Narendra Jadhav, Shri. Nachiket Mor, Ms. Chitra Ramakrishna, Ms. Usha Ananthasubramanian, Deputy Governors from RBI, Whole time members from SEBI were invited to the college to deliver lectures on their respective fields.

2.3.7 It is a fact that the youth of today is exposed to several negative forces due to the socio-economic changes seen in the world. These negative feelings get reflected in their behavior and may impact them adversely. The college takes special efforts to address the current day needs of the students by establishing a full-fledged Self-Development Cell .The Cell is run with the help of Disha counselling services. The Counsellor provides personal and professional counselling for helping the students when they need. On an average around 40 students per semester approach the Self-Development Cell for guidance and counselling. Counselling is also done by the Principal on almost daily basis. The Principal and faculty members engage in large scale counselling during admissions with regards to choice of subjects or combination of subjects. The Chairman, examination committee doubles up as a counsellor when students approach him for not fulfilling certain internal assessment

programmes. He also counsels about the ATKT rules and guides the students appropriately.

Orientation programmes organized by the college for the fresher's helps the students to know about the college completely. The entire group of new entrants is called for the orientation programme. They along with their parents are invited in batches and are guided about the rules of the college. Under the Mentor- Mentee programme, a faculty is assigned a role as mentor for each division of a class. The normal student strength of the class being 120 the beneficiaries under each mentor is 120.

Around 50 students are part of the Buddy programme.

2.3.8 It is a constant endeavor at R. A. Podar to reinvent and adopt innovative pedagogical techniques for effective learning. All modern ICT tools available are regularly used during the class lectures. The College has provided Laptops and projectors to teachers to blend ICT into their teaching. Some of the innovative teaching tools used by the teachers for the last four years are mentioned in the table below.

1. Case study	11. Group Discussion
2. Quiz	12. Short film-discussion
3. ICT usage	13. Academic Blogging
4. Experiential	14. Free E-Resources
5. Research	15. Role play
6. Games	16. Presentation
7. Projects	17. Mind maps
8. Textra	18. Flip Flop

The College regularly organizes workshops and training sessions for teachers to enhance and adopt newer and better method of teaching. Experts share their expertise and knowledge with the faculty and this helps them to implement the same in their own classrooms. Teachers regularly attend workshops and seminars organized in other Institutes as well. Comprehensive problem sheets are given to students in the subject of Accountancy before the lectures so that there is minimum loss of time in dictating the questions in the classroom.

The Department of English has developed a Workbook in the subject of Business Communication for students to practice. This is a highly effective method as students especially from vernacular mediums can gain confidence in the subject through continuous practice.

The College has been trying out an innovative teaching methodology Textra (Text Reflection and Application). It is a collaborative way of learning. The level of students' participation in the class increases with this technique. Chart 2.2 explains the method as applied to teach the concept of 'quality management' to the undergraduate students.

Chart 2.2: TEXTRA technique for teaching Quality Management

Pre-session reading matter by Faculty	Handouts on the concept of Quality Management and Control are either distributed amongst the students or made available online through google drive.
Flipped Classroom	Students read and come prepared for the topic at home so that next day session can be devoted to answering any questions they have about the topic. This allows students to go beyond their normal boundaries and explore their natural curiosity. The students have to come up with example of use of these techniques in various companies. The class becomes a dynamic environment in which students elaborate on what they have already studied.
Collaborative Learning	Students are divided into groups and each group is assigned a task. For example the techniques of quality control namely, TQM, quality assurance, quality circles, Kaizen, Six sigma and Service Quality Management and their usage by Companies are assigned to each group.
Reflective Learning	Students are expected to apply the Quality Management tools to the task given.
Sharing of Knowledge	Each group presents their ideas within the group. This intra group knowledge exchange helps in more clarity amongst the members of the group. Each group in turn shares their own ideas and carries it to the other group. This ensures that each group learns from each other.
Debriefing	The Faculty de briefs the concept of Quality management once again and the application of it with the students.

Source: Developed by the faculty R. A. Podar College of Commerce and Economics

The technique as applied to a practical subject viz. Accountancy is narrated below.

Topic: Financial Statements

Class: Undergraduate

Chart 3: TEXTRA technique for teaching Financial Statements

Pre-session reading matter by Faculty	Handouts on the concept of the various techniques of analysis of financial statement are either distributed amongst the students or made available online through google drive.
Flipped Classroom	Students read and come prepared for the topic at home so that the class the next day can be devoted to answering any questions they have about the topic. This allows students to go beyond their normal boundaries.
Independent Learning	Students are asked to refer the annual reports of Companies and prepare the comparative statement, common-size statement, Trend analysis and Ratio analysis of their profit and loss account and Balance sheet.
Reflective Learning	Students are expected to do a comparative analysis and put in their comments on the performance of Companies.
Sharing of Knowledge	Each individual presents their ideas to everyone in the class. This ensures that the students get to know the financial status of all companies taken up.
Debriefing	The Faculty de briefs the concept of Analysis of Financial statements once again and the application of it with the students.

Source: Developed by the faculty R. A. Podar College of Commerce and Economics

2.3.9 The college library with its easy access system enables optimum use of library resources. The college library has a rich collection of books, journals, including on-line journals and magazines, which take adequate care to meet the knowledge requirements of the staff and students. One very interesting and unique feature of the college is the maintenance of press clippings and recent developments in the field of education, economics and other developmental issues. These files entitled, as ‘Current

Affairs and Contemporary Issues in Commerce, Economics, Education and Environment' is made available to all the staff members at the staff common room.

This system is organized and implemented by the college Librarian. The system enables the staff members remain updated about the national and international issues. The college library subscribes to a number of National and Local newspapers for the exclusive use of the teaching staff. The same set is made available to the students in the reading hall. Students are provided with newspaper stands to have a better reading of the spread pages of the standard Indian newspaper.

2.3.10 Normally the curriculum is completed in the planned time frame. Loss of teaching hours is compensated by organizing extra-classes. In case faculty members wish to go for Faculty Development Programmes such as Orientation and Refresher courses, they are encouraged to do so by making alternate arrangements. When teachers go on a long leave, teachers are appointed on ad hoc/guest basis as such that the students are not put in to difficulty.

2.3.11 The IQAC is the nodal agency that monitors the Academic Calendar, daily monitoring of lectures through time sheets. As mentioned in 2.3.2, annual academic Audits acts as a natural check and balance of all initiatives taken by the College. Analysis of results is carried out annually and shared with the departments for effective handling of cases that require assistance. Feedback on Regular basis is collected from the students such that the quality of teaching learning is maintained. The head of departments and vice principals monitor the progress in terms of syllabus completion and the readiness of the students to face the examination.

2.4 Teacher Quality

2.4.1 Teachers are the backbone of healthy education environment. They have a daily impact on the developmental aspects of the students. For many, teachers are role models. To become a role model, teachers need to perform multiple roles - their knowledge of the subject should be strong, they should have a positive attitude, patience, and willingness to listen and above all they should be kind hearted in their

dealings with the students. Most of the qualities identified are in born. With proper training, this is not difficult to acquire. Podar College has an illustrious history of teachers whose names have become immortal. Principal L. N. Welingkar (for whom is named a Management Institute established by the parent body) Principal Naralkar (another Management Institute in his name has been established in Pune) were former Principals of Podar College. They are considered as living legends. The road adjacent to the college has been named after Professor U. U. Bhatt who had contributed immensely towards social developments. With such a rich and illustrious teaching faculty that Podar had, the current faculty thrives to reach such great heights. Most of the former faculty members have decorated university positions either during their tenure or after.

The table 2.4 gives the details about the nature of teaching faculty

Table 2.4: Profile of the teaching staff

Highest Qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent Teachers							
D.Sc/ D.Litt	-	-	-	-	-	-	-
Ph.D	-	-	01	03	-	-	04
M.Phil	-	-	01	-	01	01	03
PG	-	-	01	02	04	05	12
Temporary Teachers							
D.Sc/ D.Litt	-	-	-	-	-	-	-
Ph.D	-	-	-	-	-	-	-
M.Phil	-	-	-	-	-	01	01
PG	-	-	-	-	01	10	11

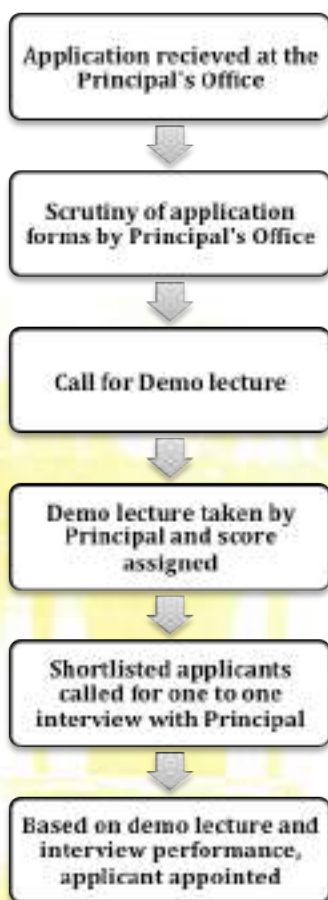
Part-Time Teachers							
D.Sc/ D.Litt	-	-	-	-	-	-	-
Ph.D	-	-	-	-	-	-	-
M.Phil	-	-	-	-	-	-	-
PG	-	-	-	-	02	01	03

Source: *College records*

The college is a state funded educational institution. The recruitment process is guided by the procedure laid down by the competent authority including the Joint Director of Education, Government of Maharashtra. However, the administration has its own role to play in recruiting the faculty for permanently unaided courses such as BMS. The recruitment process is somewhat similar to the established procedure. From the pool of applicants the Committee shortlists a few and the shortlisted candidates are called for an interview. After shortlisting at the interview stage they are asked to give a demonstration lecture. On observation, the faculties are appointed.

2.4.2 Similar procedure is followed for the appointment of ad hoc faculty and visiting faculty. Ad hoc teachers having specialization in the fields are appointed. All ad hoc recruitments have a set procedure as laid by the IQAC of the college. Chart 2.4 gives the procedure laid down for recruiting ad hoc teachers.

Chart 2.4: Recruitment process of ad-hoc teachers.



2.4.3 Regular faculty is appointed as and when the permanent positions come up. An “Induction programme” is conducted for both regular and ad hoc appointees by IQAC.

Table 2.4.3 (a) Staff development programmes during the last four years

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Orientation	-	01	01	03	01
Refresher	01	03	-	04	05

Source: Office Records of R.A.P.C.C.E.

Table 2.4.3 (b) Nomination to staff development programmes

Academic Staff Development Programmes	Number of faculty nominated
Refresher courses	13
HRD programmes	06
Orientation programmes	06
Staff training conducted by the university	12
Staff training conducted by other institutions	04
Summer/winter schools, workshops, etc.	150

Source: *Office Records of R.A.P.C.C.E.*

The institution has always granted duty leave to the faculty to attend any Staff Development Program: (Orientation, Refresher, Skill Up-gradation Workshops, etc.). All permanent faculties for whom orientation and refresher courses were mandatory have attended these courses organized by various Universities. The college reimburses their expenditure. The College also encourages faculty to attend various International, National, State level workshops, seminars and conferences. The management pays the registration fee for attending conferences and seminars.

The college regularly organizes various workshops and training programmes to empower and enable faculty to use technology, innovative methods, handling new curriculum and assessment. The list of workshops and seminars organized by the College are appended as Annexure 8.

Under the Sixth Pay Commission Rules, the teachers are required to offer themselves for getting assessed under CAS. The college takes care of candidates eligible for promotion under the system. The IQAC takes care of this aspect of faculty requirements. At Podar College there has been 100% participation in seminars and conferences outside the college as well as in the college.

2.4.4 Despite the practical difficulty in recruiting teaching faculty, the institution has been able to provide scope for the existing faculty to enhance themselves. It is pertinent to mention the co-operative and enthusiastic nature of the staff of the institution. The teachers take advantage of the timing of the lectures. They engage the lecture and proceed to present their papers in seminars and other programmes.

The staff members are invited to deliver expert lectures and they accept such

assignments willingly. The college supports in every possible way to enable the faculty to recharge themselves. A faculty member of the accountancy dept. has pursued law courses and also attended the study circle events organized by WIRC. One of the Commerce teachers has pursued her postgraduate diploma in Management. One of the members from the department of English has completed her diploma in Journalism. Another faculty member from the E.V.S. department has completed her Masters in Sanskrit. The Principal acquired a postgraduate diploma in Education Management from the University of Mumbai.

2.4.5 Most of the senior teachers are invited to be the resource person in seminars and conferences. Colleges in Mumbai and some other states have invited the principal as a Resource Person. She is a resource person for orientation and refresher courses conducted by the Academic Staff College. Dr. CA. Pradeep D Kamthekar has held number of responsibilities at the university level. He has been a resource person for Avishkar, a research festival conducted by University of Mumbai. Dr. Amitha Sehgal is the secretary of Depositors Associations and is an active member in the MR Pai Foundation. The Principal and few other senior faculties are nominees as subject experts for conducting interviews for regular recruitments and CAS. Librarian Mr. S U Patil is a Resource person for any programme involving libraries in the city of Mumbai.

The institutional culture plays a major role in the accomplishment of the students and staff. The environment of motivation and appreciation brings out the best in individuals. The parent body has been co-operative and supportive in the progression of the staff. This culture of supportive attitude by the management and colleagues has enabled the teachers to accomplish in their respective areas and earn accolades for the same.

Dr. Amitha Sehgal received the Best Research paper award from JBIMS in 2012. Dr. CA. Pradeep D Kamthekar participated in the Avishkar competition where he was awarded gold medal. The Principal, Dr. Shobana Vasudevan has received PEIN - INDIA research excellence award in 2015 to undertake research at the University of Santiago De Compostela. The award carries a fully sponsored and paid trip to University in Spain and a free stay for a month. Dr. CA Pradeep D Kamthekar has received an award in 2014-15 for Social contribution from ICAI. He also received the Vidya Ratna Puraskar from the Lower Parel Worli Samajik Vikas Sanstha. Dr.

Sehgal has received an award for best research paper in a recently concluded UGC sponsored Seminar conducted by Rizvi College Mumbai.

2.4.6 The student evaluation exercise is kept confidential. The Principal calls the individual faculty member and discusses the points expressed by the students. A copy of it is given to the concerned faculty and the other gets filed in the personal file with suitable remark by the Principal.

2.5 Evaluation Process and Reforms

2.5.1 The teaching process requires validations in the form of evaluation to complete the circle. In other words, there is a need to check whether the purpose of teaching-learning has been achieved the way it has to be; the mechanism available is student's evaluations. The evaluation may be summative or formative but it is an essential component in the process. Traditionally the evaluation of students with regards to their knowledge acquired is tested by way of conducting examinations. Paper pen examinations have been followed since the current system of education has been brought in to existence. The college being an affiliated institute follows the process of evaluation as prescribed by the University of Mumbai. Interestingly the University of Mumbai brought in several changes in the evolutions methodology during the last 4 years. The college in turn has made several reforms in conducting the examination for 1st and 2nd year graduate programmes.

The College adheres to the syllabus and evaluation method of the University of Mumbai, to which it is affiliated. The College updates and informs the students about these evaluation methods. The prospectus provides information about the evaluation system for all the courses and is made available to the students during their admission. The evaluation method designed by the Examination Committee, under the guidelines of the University of Mumbai stresses on objectivity and uniformity. The evaluation system is a hybrid system where continuous assessment and periodical assessment takes place. Besides published information, orientation lectures about the evaluation methods are given at the beginning of the academic year. The teachers of every subject also brief the students about the system followed during the course of their respective lectures.

2.5.2 Since the year 2011-12, the college has adopted a CBSGS pattern of Examination as per the system introduced by the University of Mumbai. A continuous course evaluation system was brought into existence by the university. The system introduced a continuous evaluation system by introducing a 40-60 pattern: wherein 40 marks are for internal assessment and 60 marks for semester end examination. Assignments/ group discussions became part of the internal assessment process. From the academic year 2014-15, the system has changed to 25-75 marks pattern wherein 25 marks are for internal assessment while 75 marks are for semester end examination.

All question papers of the University exams are now electronically delivered as e-papers. The College is also the lead college among a cluster of four colleges in the Centralized Assessment Programme of the University. The College has made all necessary arrangements for the same.

The college while adopting university pattern has introduced few reformative measures. The Examination Committee familiarized the teachers with the new system. Under the 40-60 pattern the college maintained an assignment book, which was given to the student where the students submitted their assignments. Three class tests were to be conducted in each semester (two regular and one additional). However, under the 25-75 pattern the college is required to conduct class test for 20 marks.

The college had adopted OMR sheets to conduct tests for internal assessment of the students from 2011-12 to 2013-14. Multi-coloured question-cum-answer papers were followed for ease of use and easier identification. Masking is done in order to maintain secrecy and objectivity. Since 2014-15, the college has a paper pen method for the class tests, but has made the question paper as an answer sheet to enable better handling.

CPS is another innovative step undertaken by the college. For all examinations conducted by the Examination Committee, the College follows Centralised Paper Setting (CPS) schedules. Designated date, time is allotted for preparing the question papers. Facilitators from the Examination Committee conduct the CPS.

All assessment work at R. A. Podar is in line with the University Centralised Assessment Programme (CAP). Both CPS and CAP ensure effective time management.

2.5.3 The progress of the students is monitored on the basis of the academic performance at the end of each term. The results are declared on the notice board. They are also uploaded on the college website for easy access of the results (www.rapodar.ac.in). The announcement of results is given adequate publicity. Students who have not performed well are encouraged and are given appropriate advice. The Self Development Centre counsels students who have not performed well in the examination, empowering the students academically. The parents of the students are contacted by telephone and are advised to send their wards for getting help through the Self Development Centre. The Self-Development Centre guides students about the different ways of improving their academic performance. The institution believes in complete secrecy and confidentiality in this respect.

Effective implementation is necessary for any reform to achieve its desired objectives. The institution tries to achieve this by providing and publicizing the information to all the stakeholders. At the beginning of the semester an orientation programme is held wherein all the parents are informed about any new systems introduced. When the students start filling the examination forms the same exercise is carried out.

2.5.4 The assessment about the academic achievement is both formative and summative. Each semester the academic achievement is measured by way of examination with the predefined syllabus. Marks are awarded for the performance at the examination. A summative evaluation for each course based on internal and external assessment is computed. A grade point average is computed for each semester. The CGPA is reflected in every certificate. At the end of 6th semester for the graduate course or at the end of 4th semester for post-graduation course is computed and CGPA is calculated. The positive impact of the system is that the evaluation is continuous and all the courses are dealt with equal degree of importance by the learners.

2.5.5 The internal assessment system is followed as per the recommendation of the affiliating university. However, the departments consider the criteria for awarding the internal assessment mark for behaviour, class participation and regularity.

2.5.6 The graduate attributes defined by the institution is that they should be

responsible, responsive and sensitized global citizens with positive attitude and values. The college thrives to attain these objectives by way of the multiple curricular and co-curricular activities. The institution by providing a wide spectrum for using their potential enable the students to emerge as personalities. By concentrating on the enhancement of personality traits the institution achieves this end.

2.5.7 The grievance redressal mechanism with respect to the evaluation system is student supportive. The Principal and the Chairman of the Examination Committee provide due hearing to and respect any kind of grievance about the evaluation system. The authorities are ever willing to redress the grievances. In short, the grievances of the students are immediately addressed and sorted out. Grievances regarding the marks obtained in the various examinations are addressed as per the prescribed procedure. Soon after the declaration of results (within one week), and revaluation procedure is circulated. Students on payment of a nominal fee can apply for verification, photocopy of answer booklets and revaluation.

After the stipulated date, the answer sheets of the applicants are taken out from the stack. The members of the Examination Committee carefully examine the answer sheets for any errors of omission or commission. Errors of omission are set right by the respective examiner. By sending the results to the residence of the applicants, the parents also get the due information. For those applying for revaluation, photocopies of answer sheets are given, and the students are approached for getting the answer sheet evaluated once again. A Different Examiner reassesses the papers. The chairman of the Examination Committee compares the original marks and marks given by the subsequent assessment. On comparison and as per rules, the marks and results are declared. Changes if any are notified to the students through post. The entire process is transparent for the particular student but is kept confidential by the Committee. It is imperative to note that the grievance rate has been very low for the examinations conducted by the college. The number of students applying for verification works out to be less than 1% (one percent) per subject in the last few years.

2.6. Student performance and Learning Outcomes

The institution believes in the personality development of individual. Education is not restricted to the scores obtained by the individual student in the examination. The learning outcome expected out of the students is demonstrated through knowledge, analytical ability, communicative skill, and academic performance. The L. N. Welingkar trophy is awarded to the best outgoing student who qualifies in the learning outcome expected out of the programme attended by the student.

2.6.1 The institution has clarity about the learning outcome in two stages. There is an identified learning outcome at the completion of each course. When the learners graduate and move out, the institution wants them to possess all positive personality traits. Nurturing intellect and creating personalities is the expected outcome. All the students and staff are made aware of it. Every printed matter carries this expectation. The results are declared and shared with parents. Individual students' performance is monitored by the mentors. The Chairman of the examination committee shares with the stakeholders the pattern in the performance. Due measures are taken by referring the situation to the Remedial Cell.

2.6.2 The overall results of the college have been always better than the University results. During the period under observation the methodology of declaration of results has undergone changes at the university. Until 2013-14, the declaration of results was based on the T.Y.B.Com University examination. Since 2014-15 the results of first semester to the sixth semester were taken into account. The students of the college have been consistently obtaining the 1st rank at the university level. During 2012-13 the college made history when all ten ranks were held by our students (Annexure 9). Out of the total number of students appearing in the final examination more than 80% get a first-class. Failure has always had a negligible percentage.

At Podar, the number of students garnering higher grades has always exceeded that of students merely passing. The college strives to inculcate amongst students a thirst for brilliance. Podar being a non-minority college sees admissions from all sections of the society furthering its aim of 'inclusive education'. Podar has always strived at quality rather than sheer numbers. Across the years the college has gradually improved the

norms and requirements for various internal assignment and projects which is seen on paper at times in the changing grades and in the real world in the quality of the students that Podar gives to the society.

On analyzing the result data, in 2011-12, out of the 711 students registered at T.Y.B.Com, more than 93% passed with a first class. The number of students garnering a pass class was very meagre. In 2012, with the introduction of the Grading System (CBSGS) in BMS, more than 60% of the students passed with an O grade. In 2013, more than 94% students passed with First Class in T.Y.B.Com. The year 2013 saw again about 60% students in T.Y.B.M.S. pass with an O grade while the overall result stood at 92%.

In 2014 after the introduction of the (CBSGS) Grading system, more than 70% students passed with O, A or B grades in their T.Y.B.Com results. The M.Com results for 2014 saw as many as 82% of the registered students passing with an O, A or B grade. In BMS, more than 60% students achieved an O, A or B while the overall passing percentage stood at 91%.

2.6.3 Teaching, learning & assessment of students at R. A. Podar go beyond the classrooms. The IQAC develops processes and timelines for effective implementation of teaching learning strategies in the college. The academic calendar, teaching plans, departmental meetings, Academic Planners are all effective tools for facilitating achievement of learning outcomes. The College gives importance not only on academic achievement but also co-curricular and extracurricular achievements. The different Forums (40 active Forums) of the College help in shaping and moulding students to achieve the desired outcomes. The academic calendar provides a framework for planning out academic and co-curricular activities in the college.

The faculty of the college evolve their teaching learning process in such a way that the expected learning outcome from the learners is achieved. The strategies largely revolve around teaching methods and the delivery of knowledge under particular course. The innovative methods such as textra, flip flop, etc. bring out the necessary element of curiosity amongst the learner. The three pronged strategy adopted by majority of the college faculty is summarized below:

- Teaching at R. A. Podar is through lectures, group discussions, participatory learning and the popular ICT tools. Various innovative teaching tools like

Flip Flop, Textra, Story Telling and Mind mapping have been used by faculties to improve lecture delivery. Inclusive teaching methodology like remedial teaching, tutorials and bridge courses is a norm at Podar.

- Students are encouraged to ask questions, solve problems, in the classroom. They also make oral and visual presentations in the class. Participatory learning and collaborative learning is done through group discussions, role-plays, and management games.
- Formative assessment is used to determine how students are progressing during the semester. For example, if a teacher observes that some students do not grasp a concept, the teacher designs a review activity or uses a different instructional strategy. The evaluation of knowledge, cognitive domain is done through summative summary.

These strategies ensure that the learning outcomes, which are central to the teaching-learning process, are achieved.

2.6.4 The College has well-defined measures to enhance social and economic relevance of the courses offered. They are as follows:

The Placement cell offers pre-placement, internship and final placement assistance to students. Pre-placement Activities involves guiding students to frame their resume, conducting mock group discussions and interviews. The cell provides internship assistance in the form of C. A. articleship, summer internships and part time internships. All major finance and consultancy firms like PWC, EY, KPMG, Deloitte, J. P. Morgan etc visit the campus for final placements. It is interesting to know that the enthusiasm for opting for campus placements is not 100% as majority of Podar college students pursue CA. They try to complete the articleship after completing their university examination (many of them take break form their articleship to concentrate on their university examination). This explains the lack of interest shown by the CA aspirants. However, the college opens door for college alumina. The registration procedure is publicized through the websites and by the notice board and announcements. More than 50% of the students who apply for placement assistance are placed through the Placement cell.

The Industrial Interface Forum of the college invites industry experts who share their

experiences with the students. The students gain in terms of newer and practical insights into the topics they learn in their courses. Successful alumni who have become prosperous entrepreneurs are invited for delivering motivating lectures. The study tours, and industrial visits enhance the learners' social and economic knowledge.

The research aptitude amongst students is encouraged by sending them to various inter collegiate events at national and international levels. Students are also encouraged to undertake research projects.

The college NSS and Women Development Cell (WDC) has played an important role in propagating social awareness amongst students by networking with neighbourhood communities and other social organizations and helped the students to understand social problems. Students participate in rallies and campaigns on various health, gender, sexual abuse and environmental issues.

The institution encourages the entrepreneurs' instincts of the students. Students are encouraged to make rakhis during Raksha Bandhan and diyas in Diwali. The Student Resource Centre is managed and controlled by students especially from the marginalized section. NSS programmes make the student responsible citizens. The entrepreneur initiative of women was showcased by the Women Development Cell, which had a positive impact on girl students who have started small scale entrepreneurial venture.

2.6.5 Internal Quality Assurance Cell collects and analyses data on student performance. Data of Students performance on the academic front is sourced from the Examination Committee through the Semester end exam marks list. The different forums in consultation with faculty in charge plan and execute various curricular and co-curricular activities for achieving the stated learning outcomes. The Remedial Cell arranges remedial classes for the slow learners and academically disadvantaged students. Students who are from the vernacular medium often lack proficiency in English. This acts as an impediment for many students initially in the process of learning. The institution has taken steps to provide remedy by offering the remedial English language course and language lab facility for improving both written and spoken English.

2.6.6 The Internal Quality Assurance Cell monitors and ensures the achievement of learning outcomes. At the beginning of each academic year, the teaching plans are set out by the Academic Cell. Monitoring of course completion is done by IQAC through the daily time sheets filled by teachers.

The formative assessment method under CBGS enables modification of teaching methods if required. The Students are given varied platforms to improve and hone their skills. The different activities conducted by the Forums of the College are monitored and reports of events collected and collated by IQAC.

The Mentor-Mentee programme, Buddy programme are other means used to monitor and ensure the achievement of learning outcomes. Students' feedback taken every semester helps in monitoring the teaching learning pedagogies and also the expected learning outcomes. The mentors and the Remedial Cell monitor the achievement of learning outcomes course wise and do the required follow up.

At R. A. Podar, the evaluation of student performance is defined by three parameters namely academic performance, participation in co-curricular activities and participation in community and social work.

- Evaluation outcomes in the form of marks obtained in the examinations are a significant indicator of student performance and achievement. It indicates the understanding a student has of a subject. Since 2011-12 with the Credit Based Choice System, introduced by the University of Mumbai, both formative and summative assessments are used to assess a student's performance in each semester. At the end of each semester, the Examination Committee analyses the results and shares the information with the faculty members and the Remedial Cell. The Remedial Cell in turn conducts intensive coaching for the students who require assistance. Counseling sessions by the Counselor is conducted for students that require support. Class Mentors serve as good sounding boards for the students and the faculty plays the role of a facilitator and friend for students who require and seek help.

The case of Han Sang Woo YoungSoo Hyun, a Korean student pursuing the B.M.S. course is highlighted. The student started off on a rough note but was able to sail through the first year BMS with the help and aid of the teachers. It was found that he was not able to cope with certain subjects like Statistics and Accounts. He was not able to learn subjects like Business Communication and Law due to lack of understanding of the English language. He had the zeal to learn which the teachers noticed and he was given assistance in the form of remedial lectures.

Faculty intervention: The faculty enabled him to learn statistics. Remedial lectures were conducted with personalized attention. Doubt solving sessions were organized, sums for practice was given with required follow up. The teachers also gave home assignments for further practice. Thus, extra hours were spent to make sure the concepts were understood. In case of subjects where he faced language problems, he was given the liberty to use point format of answering questions, adequate and simplified explanation to make the concept understandable. He was allowed to make pictorial representations with explanation to able to communicate his idea better. In subjects like Economics he was provided specialized tutoring to make sure the concepts were clarified

Outcome: Due to the relentless efforts of both the student and the faculty members, he was able to secure very good marks in the subjects he was weak in the Second Semester. For example in Mathematics from E grade in Semester I to O grade in Semester II. In Semester III, he has done very well and has shown good amount of interest in learning. With these joint efforts, he has been able to clear all subjects and score an O grade in Accountancy as against an A grade in Semester I. He has cleared all the subjects in Semester III with a B grade which is a big confidence builder for Han Sang Woo.

- Participation and performance of the learner in co-curricular activities indicates a student's priorities or interests. There are 40 active forums in the college, which encourages students to participate in co-curricular activities. Engagement in any of the activities whether in terms of organizing or participating helps shape their personalities. Activities like writing, photography, performing arts, debates, public speaking skills all hone their creative talents. RAPPOR, an intra college event recognizes and supports such efforts by students in terms of prizes that they win as a team. The performance of the learner in such activities helps the evaluator to identify the learning capacity and interests in synchronizing the theory, a student learns in the classroom and the practical situation of life. Participation in sports is yet another key area of extra-curricular performance that is encouraged in the college.

- Application of classroom knowledge, outside the classroom through activities like participation in NSS, NCC activities, awareness rallies, blood donation camps etc., indicates a student's qualitative approach to life and society. At R. A. Podar, students actively participate in Community service. These are evident by the participation of students in large numbers at the yearly rural camp in Barhanpur organized by the NSS.

These three parameters help an evaluator at R. A. Podar to assess or evaluate the performance of a student.

2.6.7 The individual teachers who conduct various courses use the input given by the academic cell and the examination section. A meeting of all the teachers is conducted by the head of the institution wherein these points are discussed. Brainstorming about the assessment output and the learning outcome is performed by comparing the internal evaluation vis-à-vis the performance in external examination. Such a three-prong evaluation brings clarity to the purpose of education provided at the Podar campus.

**Criteria III:
Research, Consultancy & Extension**

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1 R. A. Podar College is one of the pioneering HEI which has a fully functional research center since 1965. Prin. G. P. Palekar was the first recognized research guide of the college. The college is committed and involved in nurturing a research culture among its faculty and students. Most of the teachers are actively engaged in research while enriching the learning experience of the students. The college is a recognized research institute with 3 research centers namely Banking and Finance, Accountancy and Commerce.

3.1.2 The college research committee comprises of the following members

- 1) Principal Dr. Mrs. Shobana Vasudevan,
- 2) Vice Principal S. Natarajan,
- 3) Vice Principal Ms. Kavita Jajoo,
- 4) Dr. Ms. Amitha Sehgal,
- 5) Dr. CA. Pradeep D. Kamthekar,
- 6) Dr. Ms. Vinita Pimpale.

3.1.3 The research committee has been quite active and has been continuously contributing towards the excellence in research. Major recommendation of the College Research Committee included the need for obtaining ISSN number for the in-house research Journal 'Podar Prabodhan'. Suitable steps were taken by Dr. Amitha Sehgal towards this objective. The committee also recommended teachers to obtain guide ship and apply to UGC and other institutions for major and minor research projects. 10 teachers applied for minor research projects from various sponsoring bodies. Some of them have completed their projects while some are currently underway.

The institution is committed to smooth progress of research grants received. Complete autonomy is given to the principal investigator. All resources including library resources are freely available. A designated place is provided for the research activities. Staff members are allowed to adjust their lectures with other colleagues, which helped in a big way. One of the faculty members has been given special

permission to leave early (2 hours early) to attend to the doctoral studies undertaken by him in Savitribai Phule Pune University on Saturday. He is also allowed to come late (2 hours) on Monday.

Dr. CA. Pradeep D. Kamthekar is a member of the LIC committee. He accompanies the team on onsite visits. He is also a co-coordinator of Avishkar Research Convention Mumbai district and is invited as a resource person to motivate students to participate in the competition from Mumbai and Sindhudurg district. The department members help in his endeavor by adjusting their lectures. The college office accounts department helps and facilitates timely auditing and submission of utilization certificate to the funding authorities. Senior faculty members provide their valuable guidance to the juniors. To inculcate the spirit of research and enquiry, the college Research, Development and Consultancy Cell organises lecture series on various research and research methodology topics. Faculty members from other colleges are also allowed to attend such lectures. Some of the topics on which lectures have been arranged are Citation Analysis, Introduction to Endnote Software, research publication process, proposal writing for MRP and literature review.

3.1.4 The scientific temper and research culture among the students is developed by encouraging them to participate in various research events or competitions. The College also provides students with research-oriented topics in their project and dissertations where primary and secondary data is involved. Following are certain events where our students participate and exhibit their research talent:

- International Economics Convention
- Avishkar – a research competition
- Moneta – National Financial Festival
- Mathematrix - Mathematics Exhibition
- B.M.S. Third Year Project Dissertations
- Research Paper Competition by Accounts and Finance Circle of Podar
- Manobhav - Research Competition (Hindi and Marathi) by BMS
- Participation in various conferences, seminars etc.

3.1.5 The institution has the following three recognized guides who are actively guiding research scholars for their Ph.D. degree.

1. Dr. (Mrs.) Shobana Vasudevan

Specialization area: Banking and Finance

Currently five scholars are pursuing PhD under Dr. Vasudevan.

2. Dr. (CA) Pradeep D. Kamthekar

Specialization area: Accountancy

3. Dr. (Mrs.) Vinita Pimpale

Specialization area: Commerce (Business Policies and Administration)

Under students' research, students participate in the University of Mumbai research festival-Avishkar. The College encourages the participation of students by organizing interactive sessions with experts and providing teacher mentors. Research projects and papers are submitted and presented through International Economics Convention and other college level competitions. Research articles on various topics like Commerce, Banking and Finance, Management, Environment etc. are published through the Podar Prabodhan (ISSN No. 2454-6739)

Table 3.1(a): Details of Minor research projects completed

Year	Name of Faculty	Title of Project	Name of Funding Agency	Grant Received (Rs.)	Status (Minor/Major)
2014-15	Dr. CA Pradeep D. Kamthekar	A critical analysis of fixed assets to current liabilities	UGC	80,000/-	Minor
2013-14	Ms. Sunita Rai	Relevance and importance of Non-Life Insurance with reference to small businessmen in Ulhasnagar city, Thane District	University of Mumbai	25,000/-	Minor
	Ms. Karishma Khadiwala	E-banking (solutions) products and services -	University of Mumbai	25,000/-	Minor

		awareness and usage among women college teachers in Mumbai.			
	Ms. Pradnya Nadkarni	Towards Green Campus - Optimum Utilization of Resources in the Institutes of Higher Learning in Mumbai	University of Mumbai	25,000/-	Minor
2012-13	Ms. Sudarshana Saikia	Prevailing status of rural health insurance with specific reference to Thane district, Maharashtra.	University of Mumbai	25,000/-	Minor
2012-14	Mrs. Vrushali V. Bhosale-Kaneri	Problems of teaching and learning communicative English in rural area of Vidarbha region in Maharashtra.	UGC	70,000/-	Minor
2011-12	Mrs Kavita Jajoo	Work life conflicts: women employees	University of Mumbai	20,000/-	Minor
	Dr. Vinita Pimpale	Lifestyle pattern and its impact on nutrition and diet on college going students in Mumbai: A study	University of Mumbai	20,000/-	Minor

3.1.6 The college conducted course work for the PhD students enrolled at the R. A. Podar center along with Nagindas Khandwala, Sant Gadge and Dr. Ambedkar College from 16th November 2012 to 1st December 2012. The college also conducted a 10 days Research Methodology Programme in Social Sciences for Ph.D. scholars sponsored by ICSSR (Delhi).

The college has 8 PG recognized teachers who guide the M.Com students for their projects, which is part of their curriculum. All BMS faculties also guide the students for their projects, which is part of their degree.

3.1.7 Prioritized research areas for R.A.Podar College are in the areas of Accountancy, Business Policies and Administration, Banking and Finance and Economics. Students and faculty members of the college in other areas such as Group Theory, Algebra, and Communicative English etc. have also taken research initiatives. Research in Interdisciplinary areas has been undertaken by a number of teachers.

Table 3.1(b): Prioritized research areas

Department	Expertise
Commerce	Business Policy and Administration, E-Commerce, Financial inclusion, Corporate governance, Stock Market, Banking
Accountancy	Financial Statement, SME funding, Ratio Analysis of FIs,
Economics	Health Insurance
English	Communicative English
Mathematics	Group Theory, Statistical Tools
Industrial Psychology	Counselling and Work life Balance
E.V.S.	Green Campuses

3.1.8 Number of researchers and resource persons have been visiting the campus for various events like Seminars, Conferences, Workshops, Refresher Course, PhD Course work, Moneta, Mathematrix etc.

Table 3.1. (c) List of Eminent speakers at R.A. Podar

Sr. No.	Title	Name of the speaker
Mathematrix Seminars		
	Topic	Name of the Resource Person
1	Maths, Maths Everywhere	Mr. R. Hariharan
2	Decoding Mathematic	Mr. Ranjit Calangutkar
3	Alternative Mathematics	Mr. Vinay Nair
4	Mathematics as a Career	Mr. Ranjit Calangutkar
5	Mathematics and Graphology	Dr. Anal Pandit
Research Methodology workshop/Seminar		
6	Importance of Research in Academics	Father Frazer Mascarenhas, Principal, St. Xaviers College, Mumbai.
7	Types of research and how to prepare a research proposal.	Dr. P.S. Rao, Dean L.N. Welingkar Institute, Mumbai
8	Concept of research variables attributes, and Hypotheses	Mr. Madhav Dhayagude SICSR, Pune
9	Descriptive Statistics	Dr. Madhukar Dalvi Nagindas Khandwala College, Mumbai
10	SPSS	- Dr. D.P. Singh, TISS
11	Tool of Data Collection	Dr. Rajalaxmi Kamath, IIM Bangalore
12	Qualitative and Quantitative Research Designs	Dr. N.M. Vechalekar, Dean Post Graduate Programmes and Research,

		Indian Institute of Cost and management Studies
13	Ethnographical Perspective and Gender studies.	Dr. Meeta Deka, Professor History Dept Gauhati University, Guwahati
14	Statistical Inference	Mrs. Sujatha Suresh, practicing statistician, Bangalore
15	Case study as a method of Research and Content analysis.	Dr. Anita Arya, Sardar Patel Institute of Economic and Social Research, Ahmedabad
16	Measurement, Rating & Scaling W.R.T. Social Sciences	Dr. Yashavant Vaishampayan Director, Parikrama Institute of Management, Pune
17	How to write an academic Research Paper, communicating research through reports and values and ethics in research	Dr. Sanjay Kaptan, Head Department of Commerce, Pune University
18	References and bibliography	Dr. Vasundhara Padmanabhan, Principal, K J Somaiya Comprehensive College of Education, Training and Research, Mumbai
19	Research report	Dr. Ritu Diwan, Head Department of Economics, Mumbai University.
20	Quality Enhancement measures in HEI	Dr. S Parasuraman, Director TISS, Mumbai.
21	Women and Education	Dr. Lalita Agashe, Associate Professor, SNDT Women's University, Pune
22	Education and Human Development	Dr.(Fr.) Frazer, St. Xaviers College, Mumbai
23	Mind mapping as a teaching tool	Mr. Maneesh Johari, CEO, Buzan Centre Pune
24	E-learning	Dr. Kalpana Kharade, Vice-Principal, K J Somaiya Comprehensive College of Education, Training and Research
25	Boardroom to Classroom	Mr. Atul Nishar, Chairman, Hexaware
26	Education as a means for social reforms	Dr. Sudha Mohan, Associate Professor, Department of Civics and Politics, University of Mumbai
27	Regional Growth and Human Development	Dr. Satyaki Roy Associate Professor, Institute for Studies in Industrial Development (ISID), New Delhi
28	Regional growth policies and inclusive growth	Kala S Sridhar, Professor and head, Centre for Research in Urban Affairs, Institute for Social and Economic Change (ISEC), Bangalore
29	Regional Inequality in India	Dr. Sandhya Iyer, Associate Professor, Centre for Public Policy Habitat and Human Development, School of

		Development Studies, Tata Institute of Social Sciences, Mumbai
30	Sustainable development	Dr. Ritu Diwan, Director, Centre for Development Research and Action, Mumbai

Healthy and fruitful exchange of ideas takes place between these researchers, teachers and students of the college, which benefits the teaching learning process.

3.1.9 The principal of the college won an award from the University of San Diego De Compostela for one month. This has enabled her to get global exposure. She was also invited to deliver a lecture on SME funding through Capital markets at the University of Wisconsin, U.S.A.

3.1.10 The Institution provides a platform to scholars for publishing their ideas. The research journals prepared by the students at Moneta reaches several hands and make them aware about the nuances and the trend in the stock market. The students are also encouraged to write research articles professional magazines such as CA magazine. Learn India is a research output of students, which has reached several financially excluded communities. The proceedings of two national level seminars organized by the college were well received in academic circles. One of the faculty members, Dr. Amitha Sehgal has published a book titled ‘Corporate Governance’ which has been well received by the academic community. A book titled Marketing Management written by Mrs. Tejashree Patankar has been recognized as a reference book for MBA degree.

One of the BMS faculty member, Mrs. Usha Rao has written two books. Mrs. Karishma Khadiwala has written a book, which is a reference book for BMS course. Mr. Ashok Dhingreja, Dr. CA Pradeep D. Kamthekar and Mr. Suryakant Pagare have contributed a chapter each in an Accountancy book. Dr. Ms. Vinita Pimpale has contributed to distance education of Mumbai University (IDOL) She has prepared study material for Commerce (S.Y.B.Com) and Strategic Management in M.Com.

The College takes efforts in creating awareness and also taking concepts and findings of research to students and outside community through various initiatives. The Podar

Prabodhan provides a platform to the faculty members to publish their research papers. The summaries of research reports are put up on the official website as well. Students and teachers are encouraged to publish their findings in reputed journals. The copies of the students' projects and Ph.D. thesis are kept in the library for a larger audience to access.

Events like Mathematrix where various interesting facts and interesting concepts are exhibited and students from different schools and colleges are invited for the same create awareness about the interesting world of Mathematics. Awareness on stock market for non-commerce students was done by our college faculties and students through Learn India initiative, which is a social initiative of Moneta.

3.2 Resource Mobilization for Research

3.2.1 The allocation of research in the total budget is not constant. In fact it varies as per the figure related to the previous year.

Table 3.2 (a): Budgetary allocation for Research

Year	Amount utilized for research
2011-12	34029
2012-13	28069
2013-14	109440
2014-15	39000
2015-till date	181383

Source: *College Records*

The College maintains a separate account for research requirements. Every year, contributions are made in such a way that the funds are utilized for enabling faculty members to attend seminars and work towards publishing papers. The college also funds student research activities. The publication of the research journal of college 'Podar Prabodhan' is entirely funded by college. The college also funds the organizing of orientation program for 'Avishkar' a university based interstate research activity. Teachers are encouraged to apply for major and minor research projects to the University, UGC, ICSSR, and other sponsoring agencies. The teachers are

reimbursed their registration fees for attending conferences, workshops and seminars. The sanctioned amounts are disbursed as per the guidelines of the funding agencies.

3.2.2 The concept of seed money was never felt, since the college is primarily allocating research in social sciences. However, all the facilities such as technology support, IT infrastructure are provided by the college.

3.2.3 The college funds the research projects of the students. Participation in Avishkar is financially supported by the college from the participation fee to the work being conducted, compiled and submitted, also funds the participation in International Economic Convention. The college also hosts research report competitions (inter collegiate) funded by the college. Besides, the college encourages students to participate in inter collegiate research report competition by extending financial support. As a practice any prize money won by the students is retained by the students.

3.2.4 Interdisciplinary research is highly encouraged in the college. The Knowledge Exchange Program organized by the college enables an interaction between the different faculty members and try to understand common areas of interest.

Following are the few examples of interdisciplinary research done by faculty members of our college along with ours as well as other college faculties.

Table 3.2(b): Interdisciplinary research by Faculty

Sr. No.	Name of the teachers	Department and College	Topic
1.	Dr. CA Pradeep D. Kamthekar	Accountancy, R.A.P.C.C.E.	Communicative Accountancy: A realistic approach
	Mrs. Vrushali Kaneri-Bhosale	English, R.A.P.C.C.E.	
2.	Dr. Mrs. Shobana Vasudevan	Commerce, R.A.P.C.C.E.	BRICS the key to Multi polar world
	Ms. Sudarshana Saikia	Economics, R.A.P.C.C.E.	
3.	Ms. Sunita Rai	Accountancy, R.A.P.C.C.E.	Role of Employment schemes in Employment Generation
	Ms. Shital Bhat	Economics, K.B College of Arts and Commerce	

4.	Dr. Vinita Pimpale	Commerce, R.A.P.C.C.E.	Rural Health Insurance: Case for Financial Inclusion- A study of Palghar Taluka, Maharashtra
	Ms. Sudarshana Saikia	Economics, R.A.P.C.C.E.	
5.	Ms. Sunita Rai	Accountancy, R.A.P.C.C.E.	E-Tourism in India with references to Small and Medium Tourist Enterprise
	Ms. Karishma Khadiwala	Commerce, R.A.P.C.C.E.	
6.	Mrs. Vrushali Kaneri- Bhosale	English, R.A.P.C.C.E.	Questioning the Social Order: Marginalization of Women Characters in the Plays of Vijay Tendulkar
	Prof. Mahesh M Deshmukh	English, Sonopant Dandekar College	
7.	Dr. Vinita Pimpale	Commerce, R.A.P.C.C.E.	Undergraduate Research as pedagogical tool in Indian Higher Educational Institutions
	Ms. Sudarshana Saikia,	Economics R.A.P.C.C.E.	
8.	Ms. Sunita Rai	Accountancy, R.A.P.C.C.E.	Status of socio economic rights of women working in unorganized sector in Mumbai District
	Ms. Karishma Khadiwala	Commerce, R.A.P.C.C.E.	
9.	Dr. Vinita Pimpale	Commerce, R.A.P.C.C.E.	E-agriculture: understanding its various dimensions and impact on Indian agriculture
	Dr. Saraswathi Moorty	Accountancy, R J College	

3.2.5 The college resources are freely available to the students and staff. The ICT infrastructure and the ambiance of Research and Development Cell enable the researchers to give their best. The R & D cell along with the librarian ensures that the resources are available to the researchers at the time of their need.

3.2.6 The research facility of the college is developed by the college with its own resources. However grants have been received from UGC, university and BSE for undertaking research projects. Parts of the funds are used to strengthening the research facility. Ongoing Projects and grants during the current year (2014-15). The details of the completed projects along with funding details are mentioned in 3.1.

3.2.7 The college supports all faculty and students in their research endeavour. The college administration provides full support with respect to paper work required for availing grants and assistance from external agencies. All students' research is fully funded by the college.

Table: 3.2(c): Details of ongoing research projects

Nature of the Project	Duration of the year From to	Title of the project	Name of the funding agency	Total Grant	
				Sanctioned	Received
Minor	a) 2015-16	Urban financial Inclusion with specific reference to self employed	UGC	75,000/-*	
	b) 2015-16	A study on procedure for registration regional specialities under the Geographical Indicators (GI)	UGC	95,000/-*	
	c) 2013-14	Relevance and importance of Non-Life Insurance with reference to small businessmen in Ulhasnagar city, Thane District	University of Mumbai	25,000/-	25,000/-
	d) 2013-14	E-banking (solutions) products and services - awareness and usage among women college teachers in Mumbai.	University of Mumbai	25,000/-	25,000/-
	e) 2013-14	Towards Green Campus - Optimum Utilization of Resources in the Institutes of Higher Learning in Mumbai	University of Mumbai	25,000/-	25,000/-
	f) 2012-13	Prevailing status of rural health insurance with specific reference to Thane district, Maharashtra.	University of Mumbai	25,000/-	25,000/-
	g) 2012-14	Problems of teaching and learning communicative English in rural area of Vidarbha region in Maharashtra.	UGC	70,000/-	70,000/-
	h) 2011-12	Work life conflicts: women employees	University of Mumbai	20,000/-	20,000/-

	i) 2011-12	Lifestyle pattern and its impact on nutrition and diet on college going students in Mumbai: A study	University of Mumbai	20,000/-	20,000/-
Industry Sponsored	2014-15	Changing shareholding pattern in companies established prior to liberalization and the impact	P.J. Foundation, BSE	3,00,000/-	3,00,000/-
		Investment Pattern of Youth in India with particular reference to Mumbai.			
		Trend in Delisting of Shares and the Reasons for the same			
	2015-17	Issues and Challenges in Promoting SME exchange amongst the MSME's in Maharashtra	P.J. Foundation, BSE	2,00,000/-	
		A Psychological Perspective on Investment in Ponzi Scheme			

* Funds not yet disbursed

3.3 Research Facilities

3.3.1 There is an exclusive research area in the Library earmarked for the researchers. The research scholars have unlimited access to the computers and other software required for research. The e-journals and the other e-materials are available to the researchers through INFLIBNET. The research guides are approachable and extend any type of help with respect to research. The librarian and the library staff extend their full cooperation with respect to research activities. The Head, Research, Development & Consultancy Cell is available in the library for any consultation by students and researchers.

3.3.2 The need to focus on the new and emerging areas of research is addressed by identifying the gaps in the existing research in the related subject. For this the college has amassed voluminous material through e-resources. The various research activities are accessible by the staff through their exclusive log in identity and access through the server. In order to enable the uninterrupted accessibility the college has installed multi rack server. Besides the KEPs, which highlight the areas of research opportunities, the

college organizes seminars and symposium at the national level such that the research activity of faculty is encouraged.

Podar Prabodhan an in-house research journal also gives opportunities for research work. A blog created for encouraging the creativity of the students also helps in motivating the research culture amongst students.

3.3.3 The research facility of the college has been developed by the Institute's own resources. However grants have been received from UGC, University and Bombay Stock Exchange for undertaking research projects. Parts of the funds are used for strengthening the research facility.

3.3.4 The institution organizes 'PhD course work' for the subjects like Research methodology where the PhD students from other centers are enrolled and those scholars benefit from the course works organised. The college library extends help to researchers from other PhD centers. They are also given access to library resources.

3.3.5 The library has designated space where journals and doctoral dissertations are made accessible to the researchers. Researchers can easily access the available online databases of the library i.e. TAXMANN, INDIASTAT, INFLIBNET (NLIST), British Council Library database.

3.3.6 The college library has entered into a collaborative agreement with British Council, Welingkar College library and Ruia College library. There is a librarians blog created by the college librarian which has enabled networking of librarians of many colleges across the city.

3.4 Research Publications and Awards

3.4.1 The college basically focuses on Social sciences oriented research. However efforts were made to bring in awareness about intellectual property rights. The college has successfully obtained a trademark for ‘MONETA’ (Government of India TM No. 2437533 dated 5/12/2012) a unique national level financial market event. ‘Learn India’ which is yet another initiative by the staff and students in enhancing financial inclusion has been recognized by the various constituents of the society. Taxi drivers, Policemen and their families and jail inmates were groups to name a few who derived benefits. ‘Milestones’ another research endeavor of students, which catalogues all available career options available to students has been recognized by neighborhood colleges and schools. Principal Dr. Shobana Vasudevan’s work on “Suitability of business correspondent model for financial inclusion in slums in Mumbai” published by IIBF has helped social agents and NGOs working on financial inclusion in Dharavi, Mumbai.

3.4.2 The institution publishes an in house international inter disciplinary research journal known as ‘Podar Prabodhan’(ISSN No – 2454-6739). The composition of the editorial board is as follows:

- Prin. Dr. Mrs. Shobana Vasudevan Managing Editor
- Dr. Amitha Sehgal Editor
- Mr. S. Natarajan Member
- Ms. Kavita Jajoo Member
- Dr. Vinita Pimpale Member
- Mr. Santosh Patil Member

3.4.3 Almost all teachers have published research publications. The details of their publications are as follows:

Table 3.4(a): Publications by Faculty members

Name of the faculty	No. of Publications
Dr. Shobana Vasudevan	8

Kavita Jajoo	1
Dr. Amitha Sehgal	2
Dr. P.D.Kamthekar	8
Dr. Vinita Pimpale	14
S.U. Patil	2
S.S. Pagare	1
Tejashree P.Patankar	2
Kapildeo Indurkar	6
Sudarshana Saikia	3
Vrushali Kaneri	8
Karishma Khadiwala	4
Sunita Rai	6

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

- National: 05
- International: 04

Number of publications listed in

- International Database: 05
- Books: 01

Table 3.4(b): Books Edited and Published by Faculty Members

Sr. No	Name of Faculty members	Title	Publisher	ISBN no.
1	Dr. Mrs. Shobana Vasudevan	Quality Enhancement Measures in Higher Educational institutions'- Conference Proceeding	Excel India Publishers	978-93-81335-37-6
2	Dr. Ms. Amitha Sehgal	Corporate Governance	Himalaya Publishing House	978-9352028566
3	Ms. Tejashree Patankar	Marketing Management	International Book House	978-93-81335-37-6
4	Ms. Karishma Khadiwala	Business Aspects in Banking and Insurance	Sheth Publishers	978-93-5149-008-1

5	Ms. Usha Rao	Business Environment	Thakur Publications	978-93-5163-338-
6	Ms. Usha Rao	Principles of Marketing	Thakur Publications	978-93-5163-504-

Source: Collected from records of individual teachers

3.4.4 Prin. Dr. Mrs. Shobana Vasudevan was selected for the research award under PEIN/India research excellence award by University of San Diego de Compostela. She was invited by the University of Wisconsin for delivering the lecture on SME funding through Capital market.

The college recognizes the awards received by the faculties by felicitating them at the annual day function.

3.5 Consultancy

3.5.1 The institute-industry interface is established by networking with alumni of Podar. The college has a rich source of alumni network. The expertise of alumni is used by inviting them to share their experiences with current students. Three forums of the college viz., Industrial Interface Forum (IIF), Career Guidance Forum and the Placement Cell constitute the Industry- academia interface mechanism.

The IIF arranges lectures for students and faculty by Industry experts. The Career Guidance Forum arranges lectures, workshops and seminars on different career choices. These activities are arranged through the strong alumni network that the college has. The Placement cell strives to get the best companies to the campus and ensure maximum number of students can avail job openings. Industry experts and companies give feedback on the skills requirements and knowledge gap that exist. Companies (KPMG, NSDL) have selected student ambassadors to have an industry-academia connect.

3.5.2 The college is open for consultancy. The R&D Cell was rechristened as

Research, Development & Consultancy cell in order to monetize the expertise available. The expertise in Statistics, Computers, Library management and Counseling are encouraged to share with those who need it.

3.5.3 The college readily gives permission to the staff without having any adverse effect on the college responsibilities to the faculty members who are interested in sharing their expertise. A formal letter is to be submitted by the faculty and the required permission is granted.

3.5.4 The broad areas where the consultancy services are provided are Accounting and auditing, Statistics, Psychology of Human behavior, Library management, Accreditation procedures and Academic Audit.

3.5.5 The revenue generated through consultation projects is largely left to the beneficiary, as the college does not insist on sharing the revenue.

Table 3.5(a): Consultancy projects of R. A. Podar

Year	Name of Faculty	Title of Project	Funding Agency	Grant Received (Rs.)
2014-15	Dr. Vinita Pimpale	Changing shareholding pattern in companies established prior to liberalization and the impact	P.J. Foundation, BSE	3,00,000/-*
	Ms. Sudarshana Saikia	Investment Pattern of Youth in India with particular reference to Mumbai.	P.J. Foundation, BSE	
	Ms. Karishma Khadiwala	Trend in Delisting of Shares and the Reasons for the same	P.J. Foundation, BSE	
	Ms. Sunita Rai	Issues and Challenges in Promoting SME exchange amongst the	P.J. Foundation, BSE	

		MSME's in Maharashtra		
2014-16	Mrs. Kavita Jajoo (Ongoing Project)	A Psychological Perspective on Investment in Ponzi Scheme	P.J. Foundation, BSE	2,00,000/-*

*The revenue is shared on 60:40 basis

The system of 60:40 is practiced by those who share the revenue. Such revenue is used for student welfare.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 The college is committed to holistic education that aims at nurturing students into socially responsible, able human resource and good citizens of the country. The college believes in sensitizing all the students about the social needs and community development. The NSS, the WDC, the Extension work and the Nature club are the wings, which help the college to achieve this objective. The students are given the opportunity to give their ideas in managing the resources optimally and reduce the degradation of surroundings. Year-long activities organized by the designated forum help in the holistic development of the students. The cleanup drive, disaster management, street plays and sensitizing the need for gender equality are few activities amongst many which help in achieving this end.

3.6.2 The institutional mechanism is two fold. There are push and pull factors that connects students to social engagements. The push factors are the benefits given in the form of concessions for conducting community-oriented activities. However it has been the experience at Podar that the students are attracted (pulled) towards activities, which are socio centric. They readily participate in blood donation camps, organ donation campaign or oncology awareness. By readily participating in social activities recommended by the teachers, the students emerge as responsible citizens. The zeal and enthusiasm shown by the student volunteers at the time of “Aadhar card” registration was widely appreciated by the organizing body.

3.6.3 The stakeholder perception is solicited by requesting them to pen down their opinions about the overall performance and quality of the institution. Appreciation letters by parents and visitors are testimonials about the quality at R. A. Podar. The employers who visit the campus also give their feedback about the quality of students they recruit.

3.6.4 The extension and outreach programs are planned and organized by the designated committees. The annual rural camp at Barhanpur is one of the programs, which has been conducted for a long period of time. The college conducts certain research oriented community activities, which are marginally funded by the college. 'Uttung' a major outreach program conceptualized and conducted by the NSS unit involves participation of college students in the neighborhood in the community settlement of under privileged. Street children and the orphans are reached out to such that sensitization towards the excluded community is achieved. Every major event of the college involves a social commitment such that fabric of social sensitization gets imbibed. Cultural extravaganza 'Enigma' invites physically handicapped children (NGO, Muskan) to perform in such events. College has also conducted a workshop on Human rights for the overall development of stakeholders through WDC. As per the initiative of university, the college organizes Yuva Day every year along with Pragati College of Dombivali by inviting them at Podar campus for a one-day stay. The motive behind the Yuva Day celebration is to explore philosophy of the great Swami Vivekananda. An ex-student Mr. Suresh, who is still associated with the NSS unit offer financial help in the form of donation and distribute books, notebooks and stationary to school students from the economically weaker section of the society. College also has the backward linkage program for BMC school students to give financial literacy. Stakeholders taught them Commerce as a stream. MAP, the innovative college forum organizes Mathematrix every year. As a part of it, MAP team take social initiative. Under this, Podar students have invited orphanage students to Podar campus, arranged some mathematical quizzes, games, taught them basics of Mathematics during the inter colligate, inter school Mathematics exhibition. Blind students from Dadar College had presented one project based on Braille language during the exhibition. Students obtained financial support from sponsors. The college provides accounting and clerical support in raising funds.

3.6.5 The institution gives wide publicity to community and societal activities by prominently publishing on the college website. Posters and hoardings are prepared and displayed to invite students to be part of such initiatives. The NSS organizes an orientation program at the commencement of the academic year where a prominent social worker (usually alumni) is invited to deliver a motivating lecture. The annual NSS award given at the end of the year is another motivating force. The college also inducts NSS volunteers in the Students' council thereby due importance is given to the social work orientation of students. The NCC unit propagates the role of NCC. The principal at the time of admission encourages students to enroll and participate in NCC, NSS and other forums.

The following are the students enrolled in Extension and NCC, NSS activities since 2011-12:

Table 3.6(a): Student enrolment in NSS, NCC and Extension activities

Year	Students enrolled
2011-12	244
2012-13	235
2013-14	198
2014-15	205

Source: College records

3.6.6 The extension work students have conducted social surveys involving smoking habits, women empowerment and social issues involving law and order and crime. NSS volunteers conduct surveys at the adopted tribal area i.e. Barhanpur to understand the problems and issues.

3.6.7 The expected outcome behind the extension activities is societal awareness and sensitization towards vulnerable groups. Year on year comparison of the level of sensitization has been quite heartening. Students give their feedback after attending the rural camp. Dignity of labor, recognizing human rights are some of the outcomes, which complement the academic learning experiences of the students.

3.6.8 The community involvement is built in when outreach activities are planned. For example the local police force is automatically involved when the college organizes any rally, marathons and street plays. The parents are involved when the college organizes nature trails and rural camps. The NGO's are encouraged to join hands while planning activities related to specific excluded groups. The funding raised through sponsorship is yet another way of involving the community in the social initiatives of the institution.

3.6.9 The outreach programs are organized with the help of B.M.C., L.S.S., HDFC, Sion Hospital, Vision, Barhanpur Panchayat, Nirmithi Foundation, MDACS, and R.R.C. The College has adopted the Matunga railway station as part of the "Swaccha Bharat Yojana".

3.6.10 The college NSS unit receives appreciation on regular basis from the Sion Hospital, HDFC Bank for conducting blood donation camps in the college campus.

3.7 Collaboration

3.7.1 The collaboration with research institute enables sharing of knowledge and expertise. In this context the college is in collaboration with UGC Academic Staff College, University of Mumbai for conducting refresher courses, which provide a platform for exchange of expertise and knowledge. Staff exchange has been one way as most of the faculty of R. A. Podar College has been regularly invited to deliver expert lectures in various subjects. Peer learning has been encouraged by inviting resource persons from B.Ed Colleges to understand teaching pedagogy.

Collaboration with M. R. Pai Foundation has helped in enhancing the expertise between faculties from neighborhood colleges. TISS has been extending their helping hand in this exercise of sharing technical expertise for research analysis. The College has also been collaborating with TDM for helping them in consultancy areas. Vice Principal Ms. Kavita Jajoo is currently in the process of undertaking collaborative research funded by BSE.

3.7.2 Collaborative arrangements with other Institutes has helped foster and in

deriving expertise. For instance, inter college events like MONETA, ENIGMA, FINAAC, Mathematrix organized by the students require raising financial resources. MOUs are made with the sponsoring body. The entire process of an MOU provides ample opportunity for the students to understand the nuances of corporate culture. It trains them to be professionals and empowers them to face the challenges of corporate environment. MOU's work as an external control mechanism as the other party is vigilant about the conduct of activities and fulfillment of the contract from the college side.

3.7.3 Industry-Institution and community interaction has helped the college in enhancing the quality standards for conducting activities. The placement initiatives and internship opportunities improve with this kind of interaction. The seminar hall with the help of UGC was built due to the need for giving fillip to the placement related activities.

3.7.4 The college has organized national seminars; sponsored by ICSSR and UGC also a 10-day Research Methodology programme for Ph.D. students in Social Sciences sponsored ICSSR in the last four years.

The college has made efforts to establish linkages with the university, national institutes, industries and international universities for academic and research exchange.

3.7.5 A number of linkages and collaborations have been made with external agencies they are as follows:

Table 3.7(a): Linkages maintained by the college

Curriculum development/enrichment	M. R. Pai Foundation, TERI, Avehi Charitable Trust
Internship/On-the-job training	PWC, EY, KPMG, JMP Advisors
Summer placement	R.B.I., Ventura Securities, JMP Advisors, Birla Sunlife
Faculty exchange and professional development	U.G.C. Academic Staff College, Ferdinand Porsche Gymnasium, Stuttgart, Germany, University of Santiago de Compostela, Spain.

Research	UGC, ICSSR, University of Mumbai, Bombay Stock Exchange
Consultancy	Bombay Stock Exchange, TDM
Extension	DLLE, University of Mumbai
Student Placement	Around 30+ companies like KPMG, EY, JP Morgan, PWC, Axis Risk, Tata Capital, Deloitte, CRISIL, HDFC, ICICI Prudential, Protiviti, Zomato
Introduction of new courses	SAP, ACCA, CA IT, CS
Student exchange:	Ferdinand Porsche Gymnasium, Stuttgart, Germany
Community tie ups:	Lok Seva Sangam, Sion Hospital, United Way, MAVA, Yuvak Biradari, WWF, Mukti Foundation, World for All

3.7.6 The institution is always on the lookout of establishing linkages with academic bodies and professional organizations. Any opportunity that arrives is positively explored such that the students derive maximum benefits.

Extension projects from students are collected. These projects are based on primary data, which inculcate research aptitude. The research projects funded by other agencies are coordinated by the faculty who also involve students in the exercise.

Criteria IV:

Infrastructure & Learning Resources

Criteria-IV: Infrastructure & Learning Resources

4.1 Physical Facilities

The college building was constructed in 1941. It is a primordial structure with a clock tower. It is located in the central part of the city between Dadar T.T. and Matunga C.R. providing convenient access for Central and Western Railway commuters as well as commuters of road transport. The campus has an area of apprx.0.62 acres (2500 sq.mts.) and the built in area is 5055 sq.mts. using the granted FSI sanctioned by the civic authority of Mumbai city. The building is in the shape of an inverted T.

4.1.1 Teaching and learning are the core activities at the college. The college management is committed to international standards in teaching, delivering benefits and opportunities to students. The policy identifies the following key elements which contribute to outstanding learning and teaching at the college.

1. Maintain academic standards
2. Offer an inclusive and encouraging environment for learning and teaching, that recognises diversity;
3. Integrate learning technologies into educational settings to increase student access and participation, and enhance student engagement.
4. Concentrate on student-centric teaching, and
5. Promote the link between teaching and research.

4.1.2 Details of the facilities available in the college:

a) Curricular and Co-Curricular Activities:

- i. **Classrooms:** The College has 25 classrooms and 2 tutorial rooms. The class rooms are spread over all 4 floors of the building. These classrooms are numbered with the first letter of floor and followed by number from 1 to 9 from left to right. The complete layout is given in the following table.

Table 4.1 (a): Details of Classrooms with location and seating capacity

FLOOR	ROOMS		CLASS	CAPACITY	
GROUND	G-1		Seminar Room	60	
	G-4 G-5 G-6	20 X 33	Third year B.Com 'A' 'B' 'C' 'D' Divisions	120	
FIRST	F-1		Student facility room	20	
	F-2	40 X 33	Third year B.Com 'E'	180	
	F-3 F-4 F-5 F-6 F-7 F-8	20 X 33	Third year B.Com 'F' Second year B.Com 'A' 'B' 'C' divisions F-5 houses NSS facility	120	
	SECOND	S-1 S-2 S-3 S-4 S-5	12 X 33 9.15 X 33	B.M.S Classrooms	120
		S-6 S-7 S-8 S-9 S-10	20 X 33	Second year B.Com 'E' 'F', First year B.Com 'A' 'B' 'C' divisions	120
		S-11	Front side 12.5" x 18" Back side 10" x 18"	A , B ,C & D Cubicles block Discussion room , dry pantry & toilet blocks	
Third		T-1 T-2 T-3 T-4	20 X 33	First year B.Com 'D' 'E' 'F' 'G' Divisions	120
Mezzanine		M -1	19 x 25	Second year B.com 'G' division	60
	M -10 M -11	12X 25 19X25	Tutorial rooms	40	
	Library	Reading Hall	ORELL Language Lab	11	

All classrooms are fitted with mounted ceiling projectors and are ICT enabled. The classrooms are ventilated with large windows which allows free flow of natural breeze. The rooms are airy and cool as the height of the ceiling is pretty high to match the building standards of forties.

- ii. **ICT enabled spaces:** The College keeps pace with the technology which is making huge impact on educational environment. The college has converted

its 20 classrooms F2- F9, S1-S10, M1; M11 into ICT enabled classrooms which are being used by teachers for teaching and tutorials. The college has also provided ICT and an inbuilt audio system in classroom number F-2 which is a larger room which could accommodate 180 students at a time. This room is used by students and teachers for co-curricular and extra-curricular activities also. There is a small storage room at the rear end of F2 which is used by the college office and the Artists Guild.

- iii. **Seminar Room:** A fully equipped Seminar Room has been constructed with the financial support of UGC Scheme for Construction /Renovation of Building under XI Plan. The seminar room is equipped with ICT systems and has a seating arrangement for 60 people and flexible to accommodate 10 more. A small cafeteria along with the toilet blocks is also created. Canteen is adjacent to the College office and seminar room. Filtered and cooled drinking water facility is provided.
- iv. **Conference Room:** it is equipped with audio visual equipment and completely ICT enabled. This room measuring 593.252 Sq.ft. is used for conduct staff meetings and other meetings, KEP programs, etc. The Conference Room accommodates 70 people at a time. The conference room is attached with small cafeteria and toilet blocks. The conference room is adjacent to the Principal's chamber. Foreign delegates and invitees are received and entertained there.
- v. **Specialized Equipment:** The College has also purchased 6 interactive tablets which are useful aids for teaching without using black board and chalk. Teachers can write, draw charts, show PPT presentations and make copies of its lectures available to students. There faculty may also use college laptops (19 laptops are currently available) and 10 projectors which are portable. The portable projectors may be mounted on adjustable metal stands available at the classrooms. These could be taken to any classroom as and when required.
- vi. **Language Laboratory:** The College has two language laboratories. One language lab is situated at Room No. M3 with 15 +1 computers and ACEAN English Language Software, and the second language lab is accommodated in the reading Hall with 10 +1 computers and installed with ORELL English

Language Software. Groups of 15 and 10 students who are from vernacular medium and interested in improving their communication skills in English are formed and they are given training with the help of these software. The laboratories are found to be very helpful to these students.

- vii. **Research, Development and Consultancy Cell:** To promote and enhance the research activity among students and teachers, the college has also put up a **Research and Development Cell** wherein through **UGC Network Resource centre** the access to **INFLIBNET** and other online resources is provided all the time. The college is a recognised centre for Ph D for three subjects namely Banking & Finance, Business Policy and Administration and Accountancy.
- viii. **Audio-Visual Room:** The room is located in the library. The well -structured and equipped Audio- Visual Room, wherein a Television Set, Laptop, LCD, CDs, Audio Cassettes, Videotapes and Tape recorders are housed. The A/V room is used by the students and teachers for their presentation, meetings. It is also used for screening of documentaries and webinar and conduct KEP sessions. The A/V Room accommodates 25 people at a time.

b) Facilities Extra Curricular Activities:

- i. **The Gymkhana:** It is situated in the right wing balcony of the auditorium. Gymkhana is provided with a cabin for the Physical Education Teacher and the staff with cupboards and shelves for keeping documents. This cabin is also provided with a computer with internet connectivity and a printer. There are small compartments made for storing NCC materials and the other sports materials. TT Tables are placed. Besides there is a changing room for NCC cadets. Safe drinking water facilities are provided The gymkhana has a block of bathroom and toilet adjacent to the facility.
- ii. **Gymnasium:** College has purchased a Four Station Gymnasium under UGC scheme for Sports Development. The gymnasium is placed in the Gymkhana in a separate room. The machine is useful for sports persons and college teachers to work out for fitness. The college has appointed a trainer to look into the training so that users can make proper use of the machine under his supervision.

iii. Auditorium: The College has a huge auditorium measuring an area of 380.445 sq.mt. It has a proper stage measuring 84.086 sq.mt. and a Balcony of 101.93 sq.mt. The auditorium is provided with washrooms and toilets at the right and left side of the stage for boys and girls. The seating capacity of the hall is 500 at a time. The hall is also provided with a store room and green rooms measuring 12.5' x 16' at both the ends of it. The main hall is used for almost all indoor games such as judo, boxing and chess. It is also used for youth festival rehearsals. The college library conducts a book fair in the same hall every year. This multipurpose hall is also used for community functions on holidays. Judo practice is undertaken. Podar Judo club provides training for budding heroes after 6 p.m. it is not exaggeration to say that the hall is put into 24 hours use. It provides a place for practice all inter-collegiate activities, career fair, Exhibitions fair are conducted as it is open hall it gives flexibility to the users to organize temporary design and structure. The innovative spirits and creativity of the organizers of several activities is conspicuous. Ganeshotsav sees a different stage compared to MONETA or UTTUNG. It is a treat to watch the metamorphosis. During examinations, the hall may be used for university examination when university sends more students for accommodation.

An artificial climbing wall erected is available for practice. The college has a dedicated playground within half a kilometer from the campus. The playground is used for volleyball coaching, kabbadi and other field events.

iv. Cultural Activities: Music Instruments like Tabla, Dholki, Harmonium, Dhol, Guitar, Daf are kept in the Green room of the auditorium. Students use auditorium and both green rooms during practice time. The College extends supports for stage set, door frameworks and all the theatre activities as per their requirement.

v. Communication Skill: The College has put up two language labs which are situated on the mezzanine floor in M3 with 16 computers and Reading Room with 11 computers. Both the language labs are installed with different programs called ACEAN Language Lab and ORELL English Lab respectively. These labs are used for developing communication skills among

vernacular medium students as well as students who wish to develop their communication skills to an advanced level. The college has also been getting new updates from the developers of the software as a part of AMC.

- vi. **Health & Hygiene:** the college we believe in complete physical, mental, and social well-being of students and teachers on campus. The College management takes proper care of health and hygiene in the college premises. Dr. Khandeparkar has been on the S. P. Mandali's panel for providing health care services to its staff and the students. Fully equipped First Aid Kit are available in the college office, Library, Gymkhana, and Vice Principal's office which are located in different floors of the premise. An incinerator is installed at the LCR as a pioneering exercise.

The college has 10 water filters. The canteen provides hygienic food to the students and staff. To maintain the food quality a supervisory Canteen Committee has been formed which comprises of students and teachers of the college. Also in the Ladies Common Room the college has installed Sanitary napkin vending machines and an incinerator to maintain hygiene in that area. Further, daily cleaning of the floor is done by the House Keeping which has been outsourced by the college. The tables and chairs are also cleaned on daily basis.

4.1.3 The available infrastructure is put to optimum use as the kind of activities organized and conducted need them. Space constraint is a primary problem in the metropolitan city of Mumbai. This leaves the college with no alternative but to put the space available to maximum use. As the structure has been a heritage structure, the administration is constrained to limit any improvement within the available edifice. Any proposal to develop a satellite campus which is under consideration of the management challenges the locational advantage of the institution. Despite these constraints, the college management is taking efforts to provide quality education by enhancing internal infrastructure with audio visual and ICT equipment.

Layout of the physical infrastructure:

Table 4.1(b): The Allocation of Lecture rooms

Floor	Facilities
Ground	G-1 : Seminar Room with ICT G-2 : College Canteen G-3 : Administrative Office G-4 to G-7 : Class Room G-8 : Gents Toilets
Ground (Backside)	Auditorium
First Floor	F-1 to F-8 : Class rooms with ICT Pasch Room : German Exchange Program NSS Room in Lobby F-9 : Conference Room F-10 : Principal's Office
First Floor Balcony	Auditorium Balcony Left side : Ladies Common Room with toilets Right Side : Gymkhana with Gymnasium
Second Floor	S-1 to S-5 : BMS Class Rooms with ICT S-6 to S-10 : Class Rooms S-11 : Divided into 4 blocks / Students' Council (A : Women Development Cell, B : Extension Work, C : Discussion Room, D: Other Activities)
Mezzanine Floor	M-1 : Class Room M-2 : Computer laboratory M-3 : Language laboratory & NETSIM Centre (Merged) M-4 & M-5 : Examination Section M-6 : Staff Common Room with Pantry and toilets M-7 : Vice Principal's Room (Junior College) M-8 : Vice Principal's Room (Degree College) M-9 : Computer laboratory M-10 & M-11: Tutorial Rooms
Second Floor (Backside)	* Main Library * Audio Visual Room * Research & Development Cell with UGC Network * Resource Centre
Third Floor	* Open Terrace to the Left side * T-1 to T-4 : Class Rooms * Gents Toilets
Third Floor (Backside)	Reading Hall with seating capacity of 300
Basement	Store Room for college records

4.1.4 The college has ramps to enable students with physically disabilities to navigate. A wheel chair is available for enabling the movement of such students. It is not often

that the college is approached by students with chronic physical disability; however, the college has students with visual impairment. Any temporary physical disabilities due to accidents are taken care of by temporarily swapping the lecture halls.

4.1.5 The parent body runs a hostel at rented premises within 3 kms of the college. The facility could be extended to maximum of 14 students. The hostel is very close to Sion hospital which can be reached within minutes from the hostel premises. The hostel has 24 hours running water and electricity facilities and safe drinking water is provided. The inmates are provided with a cot, Study Table and an almirah for keeping their personal belongings.

S. P. Mandali Pune has appointed Dr. Khandeparkar on its panel to take care of the health of the students and staff of the college. Teachers, administrative staff and students take benefit of this facility.

Also the college runs a Wellness program through IQAC, wherein doctors from various fields are invited to the college and medical checkup of staff is done. College also invites doctors to address health issues of the staff members. For creating awareness about the health issues, talks of prominent doctors, dieticians, and nutritionist are also arranged in the college premises on a regular basis.

The college has a safe drinking water dispenser at every floor. Two separate canteens take care of the catering requirements - one for the students and another for staff members which functions as an extended kitchen.

4.1.6 The College provides spaces for the common facilities as it is given in the following table.

Table 4.1(c): Common facilities

Facility	Location /space	Remark
IQAC	Ground Floor IQAC Office	Provided with computer, Printer and internet facility
Grievance Redressal Cell	S11	Provided with computer, Printer and internet facility
Women Development Cell	Second Floor Room No S11	Provided with computer in a cabinet.

Counselling & Career Guidance	A.V. Room of the library	Provided with ICT gadgets, a television with D V D player.
Placement Cell	S-11	Provided with tables and chairs.
Health Centre	Room No M8 and S11	Provided with tables and chairs.
Canteen	Ground Floor adjacent to College office	Outsourced and monitored by Canteen Committee
Auditorium	Ground floor with capacity of 500 students at a time	Used for college programs (like, College festival, Moneta, Cultural events and for book exhibition, career fairs etc.)
Drinking water facility	Ground floor Available on all floors, Canteen, College Office, First floor, second floor, staff common Room, main Library, reading Hall, Principal Office etc.	Water cooler with Aqua Guard Filter provided on all floor. Maintained under AMC
Ladies Common Room	It is situated on the Balcony of the Auditorium of the college, which accommodates more than 100 girls at a time.	Provided with washrooms and toilets along with Sanitary napkin vending machines and incinerator.
Staff Canteen	Staff common room	Provided with tables and chairs

Source: College Office

4.2 Library as a Learning Resource

4.2.1 The college library has a Library Advisory Committee and it has been functioning on regular basis. Every year it conducts meetings and decision are taken as per the agenda. The composition of LAC is given below:

Table 4.2(a): Composition of Library Advisory Committee (2015-16)

Sr. No.	Name of member	Designation
1.	Dr Shobana Vasudevan (Principal)	President
2.	Prof. S. Natarajan (Vice-Principal)	Chairman

3.	Mr. S. U. Patil (Librarian)	Secretary
4.	Prof. Kavita Jajoo (Vice-Principal)	Member
5.	Prof Lata Shetty (Jr. College Vice Principal)	Member
6.	Prof. Suryakant Pagare (Asst. Professor)	Member
7.	Prof. Sudarshana Saikia (Asst. Professor)	Member
8.	Prof. Kapildeo Undirwade (Asst. Professor)	Member
9.	Prof Usha Rao (BMS)	Member
10.	Ms. Suchitra Panchal TYBCom student	Member

Objectives of LAC

- Advise the librarian regarding proposed policies.
- Counsel the Librarian about development and administration of the Library.
- Express the opinions and sentiments of the faculty, staff and students.
- Study Library needs
- Make General Library policy
- Development of Library resources
- Development program for library staff
- Serve as a liaison group among the faculty, staff and students and the Library.

Significant initiatives of LAC

- Framed collection development policies
- Recommendation of dedicated Lease line of internet for library
- Subscription of Periodicals (Print + electronic)
- Online purchase of books through www.amazon.com, www.flipkart.com etc.
- Subscription to online databases like www.indiastat.com

- Collection Development in subjects
- Institutional membership of British Council Library
- Distribution of Set of Books for needy students
- Exhibition of books for enriching collection
- Library Budget for acquiring of library materials
- Payment to the book suppliers on time
- Best Reader's Award to qualifying students
- Enhancing Library Services for teachers and students
- Addressing suggestions/grievances of students
- Approval to Stock Taking Report

The library is spread across two floors. The total area including reading hall and main lending section and has a seating arrangement around 60 students at a time. There are separate individual reading carrels available at the reading hall which at a time can accommodate 350 students besides the individual carrels. The reading hall has a separate lending section where reading materials are transacted. The main library also houses an E-resource networking zone. A corner is carved out for displaying guidance material for career options. Research, Development and Consultancy Cell adjoins the UGC E-resource network and is located in the main library. The research scholars are free to use the E-resource network. With dedicated computer terminals this gives a require research ambience. Two separate enclosures are reserved for teaching staff with a capacity of 06.

- Total area of the library (in Sq. Mts.) = 1013.802 m²
- Total seating capacity = 410 students at a time
- Working hours (on working days, on holidays, before examination days, during examination days, during vacation)
 - Working Days : Monday to Saturday
 - Timing of library : From 8.30am to 5.00 pm

- On Holidays : Library remains closed
- During examination: From 8.30am to 8.00pm.
- During vacation : 8.30am to 5.00pm
- Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)

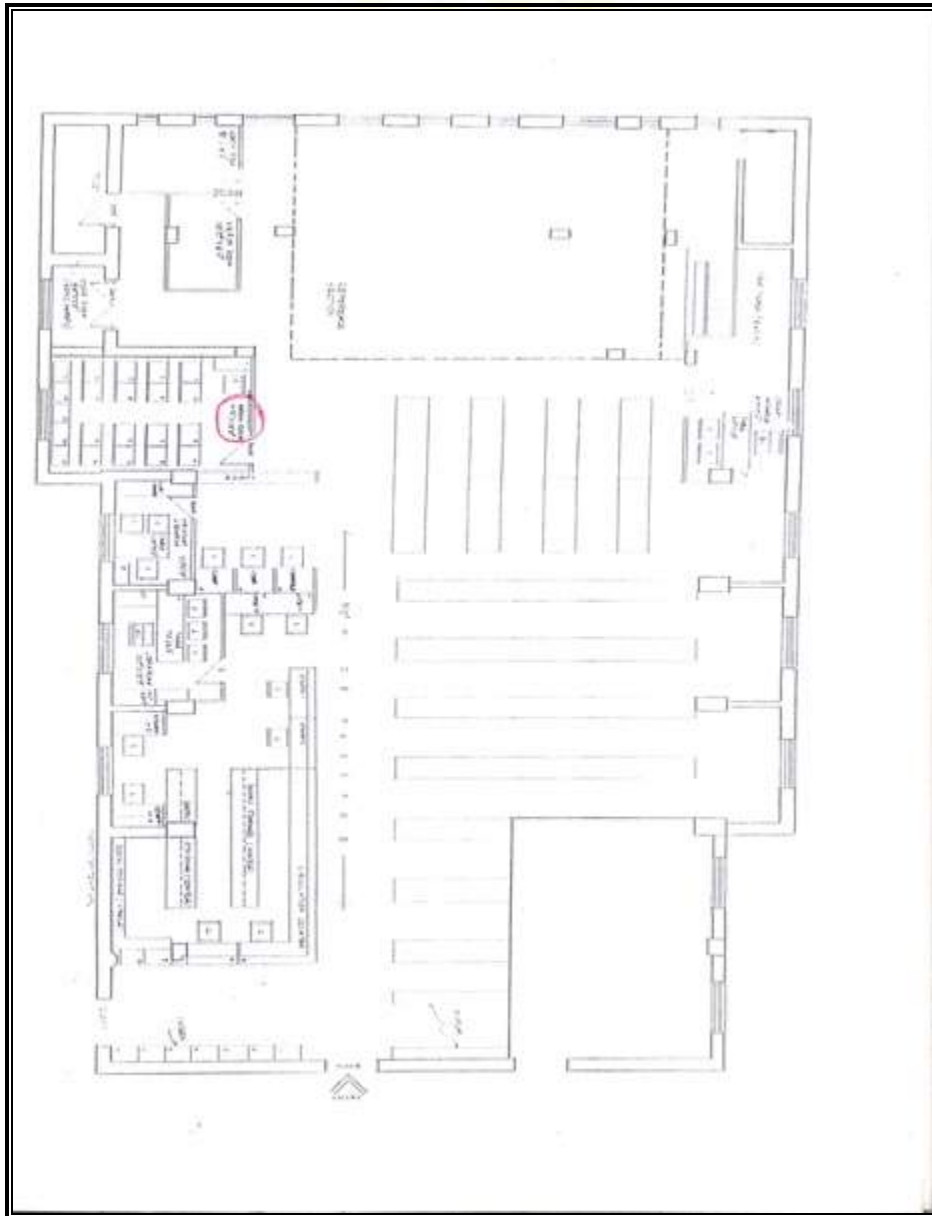


Table 4.2(a): *Layout of the Library*

The prime objective of the library is to update and develop collection in core subjects. Keeping this objective in mind, catalogues are requested from the reputed publishers and distributors and based on their responses; the faculty members recommend books

to be purchased to enrich their subjects. The library staff check for duplication, if any and place orders with the distributors or publisher as per the norms decided by the Library Advisory Committee.

4.2.3 The LAC plays a crucial role with respect to purchase of books. The Committee formulates action plans in such a way that all the stakeholders within the institution participate in the process. The library organizes book exhibitions with the support of established publishing companies in the college. Several publishers display the latest arrivals and are present to answer the queries of the curious readers.

Library conducts Book Exhibitions every year in the college auditorium for 2 to 3 days wherein 7 to 8 reputed book suppliers are invited with new titles. Teachers and students visit the exhibition and select books for the library which are purchased after final approval of the Library Advisory Committee.

Once these books are purchased, the list of the books is sent to the teachers through google group email ID podarstaff@googlegroup.com which was created by the librarians for library communication with teachers. These books are also displayed in the New Arrival Book cabinet which is kept at the entrance of the library.

The students, staff (teaching and non-teaching) are free to suggest the purchase by marking and signing at the back of the book. A list of such suggested book is subsequently prepared by the librarian. He then compares with the existing stock for duplication. Any titles which need to be updated are ordered if new updated edition are available and suggested. After due comparison, another list is prepared and placed before LAC where final sanction to place order is given. The stakeholders are however free to suggest and recommend books and journals throughout the year.

The fully computerized library provides provided 5 nodes for WEBOPAC through which readers can access library catalogue and have access to online journals and databases free of cost. The WEBOPAC is linked to the college website and can be browsed remotely 24x7.

The Library also conducts library orientation program for students in which they are shown the techniques of accessing library catalogue and online databases and e-journals. Teachers and researcher are also provided with user name and password to access INFLIBNET resources as and when they require.

Table 4.2 (b) : Details of amount spent on Books, journals and electronic resources during last four years:

Library holdings	Year -1 (2011-12)		Year – 2 (2012-13)		Year – 3 (2013-14)		Year – 4 (2014-15)	
	No.	Total Cost	No.	Total Cost	No.	Total Cost	No.	Total Cost
Text books	604	83970	949	95480	703	82960	651	106920
Reference Books	1455	835592	715	537464	633	495057	704	704136
Journals/ Periodicals	57	125651	61	49422	63	31224	63	60380
e-resources Online	9	105629	9	78165	12	153018	12	11940
e- resources CDs	86	9190	61	8864	18	2731	32	8093
INFLIBNET- e-books	---	---	90000	5000	95000	5000	95000	---
e-journals	---	---	5000		5500		6000	

Source: College Office

4.2.4 The library is automated. Barcode system is followed for numbering the new arrivals. OPAC is used and there are around 12 computers available for free usage by students. Besides, the computers are available at the lending section, with the library clerk, librarian, Asst. Librarian and the R&D. Printers are accessible for the students through the designated assistant librarian. Photocopy facilities, reprography facilities are available to the students for a nominal charge to cover the cost of stationary and to discourage their misuse.

- **OPAC:** Online Public Access Catalogue has been provided on all 19 computer nodes of the library. Out of which 5 nodes are kept for students. The OPAC is also linked to the college website www.rapodar.ac.in through the link ID <http://120.63.226.78/w27/>. This link provides students and teachers access to library holdings 24 X 7.
- **Electronic Resource Management package for e-journals:** The college library has been using SLIM21 (System for Library Information Management) library software. It has purchased five modules of the software like Acquisition, Cataloguing, Circulation Serials and WEBOPAC. The serial module is developed to manage the subscription of print and e-journals. The library maintains and controls the subscription through this package.

The library has been subscribing to the e-journals directly through the publishers like American Economic Association, INFLIBNET etc. They provide the college access through their official websites www.aeaweb.org and <http://nlist.inflibnet.ac.in/> via static IP Address: 223.30.35.158. There are a few e-journals like Foreign Trade Review, The Journal of Finance etc. they provide access to their resources through the aggregators like www.wiley.com.

- **Federated searching tools to search articles in multiple databases:** For searching in-house catalogue, the college library has WEBOPAC as its search tool which is available online 24 X 7. However, the Google scholar is believed to be the best federated search engine for browsing multiple databases at a time. Hence, the college library also uses the same for browsing various databases. Also, www.aeaweb.org, <http://nlist.inflibnet.ac.in/>, www.wiley.com etc. are used to browse various resources within the databases.
- **Library Website :** The college library has been provided link through <http://rapodar.ac.in/library.php>
- **In-house/remote access to e-publications:** Library catalogue, INFLIBNET resources, IndiaStat database, British Council Library database are accessible in-house as well as remotely. But some e-publications like Journal of Finance, American economic Associations' seven journals are available on IP address of the college which is accessible in-house only.
- **Library automation:** Library is fully automated which runs on SLIM21 Library Management Software. Library's acquisition, cataloguing, Circulation, Serials and WEBOPAC modules. The entire active collection of the library is fully barcoded and the transaction of these books and other materials are done using barcode scanner.
- **Total number of computers for public access:** There are 20 computers for the library itself out of which 1 is a dedicated DELL RACK SERVER with latest configuration, 12 computers are for public access and 7 computers are provided for processing section and administration.

Table 4.2(c) The detailed allocation is shown in following table.

S/N	Location	Quantity
1.	DELL Rack Server with Windows 2008 (Librarian's Cabin)	01
2.	Librarian's Desk	01
3.	Assistant Librarian's Desk	01
4.	Circulation Counter	02
5.	Processing Section	03
6.	Public access OPAC	05
7.	Research & Development Cell	05
8.	Audio Visual Room	02
Total		20

Source: College Library

- **Total numbers of printers for public access: 02**
- **Internet band width/ speed:** Lease line with 8mbps
- **Institutional Repository:** Library has created a repository of research article by faculty members. The repository is based on Dspace technology.
- **Content management system for e-learning:** Library has created a blog www.podarlibrary.blogspot.in which provides links to various databases which the college has been subscribing to for teaching and learning purposes. A google group podarstaff@googlegroup.com has also been created through which teachers are regularly communicated about the contents of the library holdings. Since the library has activated a content-alert of all its online subscriptions, the content received from the publishers is forwarded to faculty members through this google group. Full downloading is allowed only in the library premises.

The Slim21 library software is also very useful in creating bibliographic records for students and teachers. The software allows readers to have soft copies of information downloaded from the databases. Besides this readers are allowed access to emails, audio-video conferencing, bulletin boards.

- **Participation in Resource sharing networks/consortia:** The College has established UGC Network Resource Centre for giving access to various online resources like American Economic Association's (7 journals), Journal of Finance, statistical databases, etc. WEBOPAC has been provided online so that anybody can access the catalogue. The College has also created a library blog www.podarlibrary.blogspot.com which provides link to all library resources including print and non-print. In addition to it, the information and communication network helps the college to have access to multimedia material in teaching and learning at places of eminence in India & Abroad.

The college library has been subscribing to the **INFLIBNET** for students and teachers to promote and enhance research orientation. The College is also part of the **British Council Library** which provides us access to more than 85000 eBooks.

4.2.5 The average number of walk-ins on a given day during any working week is around 200. During the period prior to examination this number crosses 350. The nature of books borrowed depends upon the academic calendar. The college supplies a set of books for the underprivileged. The reference books borrowed are returned as per the norms. The logins to e-resources are continuous and are monitored by the librarian. The college library organizes for library usage at the beginning of the year for all freshers. The information about the library usage is part of the induction programme of the new recruits in the staff.

- Average number of walk-ins : **200 daily**
- Average number of books issued/returned : **100 Daily**
- Ratio of library books to students enrolled : **27:1**
- Average number of books added during last three years : **1500**
- Average number of login to OPAC : **200 Daily**
- Average number of login to e-resources : **10 Daily**
- Average number of e-resources downloaded/printed : **10 Daily**
- Number of information literacy trainings organized : **10 yearly**

- Details of “weeding out” of books and other materials: As per the policy of the college library, old and outdated textbooks are weeded out. For this purpose, the Library staff prepares the list of old and outdated text books and other books which are found to be missing for three successive years. This list is put before the Library Advisory Committee for its necessary approval. Once the approval is sought the same list is sent to the management S.P. Mandali, Pune for the final approval. The management appoints a Granthalaya Paryavekshan Samiti to visit and inspect the books as per the list. The said Samiti submits its report to the management and based on that the permission to weed out these books is given.

Table 4.2 (d) Year-wise details of weeded out library materials

Year	Books	Periodicals	Cost (Rs)
2011-12	543	Nil	47193
2012-13	857	Nil	89980
2013-14	1794	Nil	253619
2014-15	522	274	119048

Source: College Library

4.2.6 The library provides and extends all possible services to the users. The readers are made comfortable; the library staff takes care of the users and extends all possible assistance to users. The Librarian, Asst. Librarian and the staff are always available to solve any difficulty while searching the data base. Remote access E-resources are handled by the librarian. Each user is given a login ID and a password. There are notice boards to inform any new programs that are on the anvil. There is a wall mounted LED which is used for display and if necessary as an e-resource. Inter loan library services are encouraged between the partner libraries. Bibliography compilation is available with the librarian.

- **Reference:** Reference services are rendered to the readers as per the need of the students and teachers in which library staff collects the details of topics in terms of broad Term, Narrow term, related term etc. and books for information in the databases, which are then retrieved from the collection and given to the readers.

- **Reprography:** Library provides with reprography services also. There are two photocopy machines in the library to render this service. Also this machine is provided with A3 size digital scanner through which readers can make soft copies of documents.
- **ILL (Inter Library Loan Service) :** The College Library provides inter library loan service to cater to the reading habits of the students and teachers. The college has been rendering this service through Institutional membership of the following libraries:
 1. British Council Library, Mumbai
 2. R.N.Ruia College, Matunga, Mumbai-19
 3. Pirn.Wellingkar Institute of Management & Research Development, Mumbai-19
- **Information deployment and notification:** The Library has created a blog www.podarlibrary.blogspot.com for providing information about current issues, addition of latest materials on various subjects and library holdings. The Library has also created an online google group www.podarstaff.googlegroup@gamil.com for providing link to the content pages of online & offline journals. The Library can also be accessed through the college website www.rapodar.ac.in wherein all information about the library is uploaded. The Library has been provided with separate notice boards to put on notices regarding its programs and services.
- **Download:** Since the library has subscribed to various online journals and databases, downloading is allowed as per the guidelines of the publishers. All the computers in the library have been provided with licensed operating systems (Windows) and Microsoft office. Students, teachers and researchers can browse and download documents as per their requirement in the library premises.
- **Printing:** Two toner based laser printers are shared by all 20 computers of the library through a LAN network which enables readers to take print outs from any computer.

- **Reading list/ Bibliography compilation:** This service is provided on demand of the teachers or departments or the researchers. Since the library is fully computerized, bibliography of any subject is possible by providing the key words, subject headings or the class number.
- **In-house/remote access to e-resources:** The College has purchased a standard DELL SERVER for library database. The present server is connected to 20 computers of the library through LAN local network. These computers work as nodes from where readers can access library catalogue. Also the said server is connected to college website www.rapodar.ac.in through a static IP No.120.63.226.78 which enables students and teachers to brows WEBOPAC of the college library on 24 X 7. Also the library has been subscribing to 9 e-journals and 3 databases which are also accessible through the homepage of college website. These e-resources are accessible in house as well as remote.
- **User Orientation and awareness:** The user orientation is conducted every year for new comers in the college. The librarian gives power point presentation to the students about the library and its facilities. Also they are made aware of the rules and regulations of the library. The library of Podar College is a much sought destination for other colleges. The Librarian is invited to deliver lectures for librarian conferences. Every year a session is conducted at Podar College for Librarians.
- **Assistance in searching Databases:** College Library has been subscribing to databases which are of great use of faculty and researchers. Since library staff gets training from the suppliers of the databases, the library staff provides assistance to all its users as per their requirements. The library also conducts training program for teachers and students.
- **INFLIBNET/IUC facilities:** It is one of the main facilities of the college library. The College has subscribed to the NLIST of INFLIBNET for the past three years. Every teacher and researcher is given a personal user ID with password so that they can access the NLIST. INFLIBNET is set out to be a major player in promoting scholarly communication among academicians and researchers in India. As an authorized user from colleges registered under

NLIST programme, one gets access to **97000+ e-books and 6000+ e-journals.**

4.2.7 The Library staff is proactive in providing full support to the teachers and students on a regular basis. Following is an indicative list of activities wherein library staff comes in to help.

1. Provide help in searching information
2. Provide reference books to teachers and students
3. Provide list of books subject-wise
4. Collect suggestions from teachers and students
5. Procure books and make it available on time
6. Take recommendation for periodicals/ journals
7. Subscription to periodicals (print and online)
8. Provide content pages of periodicals under CAS through Google group
9. Provide specific information to PhD students under SDI
10. Help in creating 'MY BASKET' of books
11. Help to find articles online and offline
12. Generating database for the books
13. Provide help in searching information
14. Prepare bibliography as per demand
15. Issue and return of books
16. Provide set of books
17. Provide information to teachers about University Book bank
18. Provide information to teachers about UGC MRP
19. Update students and teacher about new arrivals
20. Reminding overdue of books
21. Help in locating and retrieving books from collection

22. Provide photocopies of document
23. Provide scanning facility
24. Provide help in printing of documents
25. Provide help in uploading online forms of students
26. Provide syllabus /question papers
27. Help in searching library catalogue
28. Help in browsing WEBOPAC
29. Provide help in accessing Open Source databases
30. Provide help in browsing scholarly contents
31. Regulate internet browsing
32. Cleaning and dusting of books
33. Acquisition of books as per suggestions
34. Provide Book Bank facility
35. Borrow books under Inter-Library –Loan facility
36. Provide training to students and teachers
37. Provide printouts and maintain its record
38. Update about rules and regulation of library
39. Help in maintaining peace in library
40. Maintaining conducive environment of the library

4.2.8 The library staff goes beyond their call of duty while helping the visually impaired students. The college librarian seeks assistance from its sister college, whose campus with its own campus. Ruia College has established a computer facility for visually impaired students. The visually challenged students of Podar College are guided and referred to use the facility available at Ruia College. The library staff seeks help from the college NSS unit to provide readers and writers for the visually challenged and physically handicapped students. It is necessary to point out that the readers and the writers need not necessarily be NSS volunteers.

Facilities provided by the college are stated below:

1. Provide Set of Books facility
2. Provide Audio- Visual gadgets
3. Language laboratory for Communication Skill
4. Separate seating arrangement
5. Issue of books against authority letter

4.2.9 The college library is student friendly. The library obtains feedback from users as a routine. However the suggestion box kept in the library encourages the students to give feedback such that confidentiality is maintained. Feedback is analyzed and discussed at the LAC and appropriate action plan is formulated. Students are encourage to participate in collection development so that they can suggest books, periodicals or select new titles form book exhibition held in college. The college library also conducts survey of the students and the teachers. The result of the survey is analyzed and the services of the library are improved accordingly.

4.3 IT Infrastructure:

4.3.1 Each department of the college is provided with computers. The computer machines are installed with hardware and software as per the requirements of the department. The total number of machines in the college is 129 besides 22 laptops. The College has two full-fledged computer labs for teaching besides two language labs. The computer lab has 30 machines with the required software. As and when the syllabus changes due care is taken to install the required software. Introduction to Tally and Visual basic has been installed in the lab for the teachers. Labs are connected to voltage stabilizers. The labs are used for collecting feedback from students.

Computer-student ratio: **1 : 20**

- Stand-alone facility : 07

- **LAN facility** : Computers of the college are connected through LAN

- **Wi-Fi facility:** This facility is made available in the college for teachers & students. However it is restricted to the multipurpose hall. Classrooms are not Wi Fi enable

Vodafone Network is the Wi-Fi service provider. The firm has installed 5 modems in the college premises

- **Licensed software:** College has purchased various licenses.
- Number of nodes/ computers with Internet facility : **80**
- Any other (Laptops) : **21**

4.3.2 The computer facility along with internet is available to the Students and Staff members at the college library and the computer labs. The research centre has 6+1 computers which are available to the staff and research scholars. Laptops are also provided to the students and staff. The college also has internet connection.

4.3.3 The institution is committed towards technology-based solutions. Matters related to technology upgradation are part of the agenda at all the meetings of the staff, student and management. The college has been working constantly towards this end. The year on year comparison stands testimony as almost all classrooms has become ICT enabled in the last 4 years.

With the growth of users, IT services and increasing internet bandwidth demand, the college has upgraded the speed of the existing lease line to 8mbps. The college scaled up switching capabilities and implemented latest managed wired and Wi-Fi access. The college has high-end core switches and servers with latest configurations. The college is planning to use cloud computing technology to provide high quality services to end user and for ease of management. The College is committed to provide state-of-the-art IT infrastructure and services.

4.3.4 The annual budget provides for procurement of equipment including computers, air conditioners, furniture and other fixtures. Provision is also made for maintenance of ICT equipment. The college management makes provision of funds every year towards up gradation and maintenance of computers and its accessories. The College has installed CCTV at strategic locations. The library has an independent cable for CCTV. The college office, library corridors are observed through CCTV.

Table 4.3(c): Year wise provision and expenditure:

Year	Allocation	Expenditure
2011-12	5,10,000/-	5,08,020/-
2012-13	5,10,000/-	4,84,493/-
2013-14	4,60,000/-	4,11,558/-
2014-15	4,60,000/-	5,41,581/-

Source: College Office

4.3.5 The enhancement of ICT resources is at the behest of the staff and students. The usage of such resources is therefore optimal and meaningful. The staff at the office (non-teaching) is given training such that their skill set is upgraded from time to time. Whenever new software is inducted, the college insists on a joint meeting of the user with the developer such that customized aspects that are required are built in. This exercise helps the staff to become more interactive and they easily grasp the nuances of the system.

The faculty, staff and students have unlimited access to information available on the web and has subscribed to thousands of e- journals and eBooks for use. The faculty, staff and students can download information at high speed from any computer of the college during working hours. The faculty has been provided one time user Id and the password for various e-resources which they can browse and download from anywhere by 24 X 7. In some cases, if a particular type of material is not subscribed by the library, a request can be made to the Librarian. The librarian uses federated search for the query and finds out the location where the information is available and the respective information is delivered to the users. In case the information is paid information, then the librarians gives the details about the contact person/ author or the publishers from whom the user can contact and get the required information. Also, the college uploads all publications, research articles and the Minor / Major Research Projects on its web portal D-Space and these can be downloaded from anywhere by the students and faculty.

Use of ICT and access to following e-resources

1. 6000 e-journals through INFLIBNET
2. 90000 e-books through ebrary

3. American economic association's 7 online journals for last 15 years
4. 03 Databases
5. Access to Online Union Catalogue
6. E-journal contents are sent to the staff through google group on regular basis.
7. College Online Catalogue Search
8. Information uploaded on library blog and links provided for access
9. Library Orientation Programme conducted for students and teachers
10. ICT Training programme organised for Faculty and staff
11. Training of Use of Interactive Boards conducted for faculty
12. SLIM21 Training Programme for Library Staff

4.3.6 The institution firmly believes that the focus of each and every activity is the student community. Any ICT solution therefore considers the benefit extended to the student. For e.g.: The new fee collection system was inducted, the deployment was made by considering the benefits which may be acquired by the students. Podar College always strives for keeping pace with advancements in Technology making huge impact on education. Following are some examples which highlight how the college is using ICT in the teaching process.

- Use of ICT in teaching–learning is one of the major features of the college. All the classrooms on the First floor and Second floor have been installed with digital projectors along with standard white screen. Five Screens are motorized which are handled with remote censor.
- Laptops and printers are provided to teachers as well as students for doing their presentation in the classrooms. All laptops have the latest configurations with licensed software.

- Interactive Tablets are made available for teachers to teach Mathematics and Accountancy with the help of ICT. These tablets help teachers to save the worksheet which can be given to the students. So students need not jot down the sum but pay full attention to the lecture and get soft copy of the worksheet for practice.
- Internet facility with 8mbps speed has also been provided in the library and in the computer laboratories where access to online journals and e-books are given.
- College library has subscribed to various e-resources and databases which are made accessible on all the computers of the college.
- A trained computer engineer has been working with the college to provide technical help to the students and teachers.

4.3.7 National Knowledge Network connectivity is indirectly used by the institution by connecting to the webinar organized by the affiliating university. College also avails services through the University of Mumbai website www.mu.ac.in. The college subscribes to NLIST of INFLIBNET wherein students and teachers use the scholarly information for research and teaching learning purpose.

4.3 Maintenance of Campus Facilities

4.4.1 Maintenance and upkeep - AMC is given to parties for the maintenance of the following items.

- Structural Audit conducted on regular basis
- Electric Audit conducted
- Leakages being attended by undertaking repairs

Table 4.4: Expenditure details on maintenance of campus facilities

S/N	Items	Expenditure Incurred			
		2011-12	2012-13	2013-14	2014-15
•	Building	25,80,066/-	9,77,428/-	4,14,079/-	—
•	Furniture	—	18,81,528/-	—	—
•	Equipment	5,81,449/-	13,50,638/-	6,83,591/-	7,86,152/-
•	Computers	6,64,050/-	8,12,714/-	6,26,750/-	7,85,835/-

Source: College Office

4.4.2 AMC is the mechanism followed for the maintenance.

4.4.3 A technical person is available on all working days who does the required job.

4.4.4 The college has 07 stabilizers despite the guarantee given by BEST to provide power without any fluctuation. The stabilizers are meant to maintain constant supply of power to the computer machines and other electronic gadgets such as Photocopy machines, printers, Scanners and dedicated servers. The College has also installed the Solar Panel as an initiative towards the establishment of a green campus to reduce the conventional power usage.

**Criteria v:
Student Support and Progression**

Criteria V: Student Support and Progression

5.1.1 The institution publishes an updated prospectus every year. The information booklet contains details about the procedure adopted, the courses offered and the rules and regulations of the college. The Admission Committee and Discipline Committee monitors the commitment and accountability of the information provided.

5.1.2 The college provides scholarships for merit holders and economically weak students. Scholarships are also provided by the social welfare departments. ANGC scholarships are given to the open category students. Tata scholarship is given to advanced learners. Financial assistance in a nominal way is provided by Alumni Mr. Kamlesh Vikamsey, Mr. Dharmesh Jain, Mr. Kshirsagar to the needy on the basis of request made. However the donors prefer to remain anonymous. Recently KPMG has approached the College to extend Scholarship under their CSR Initiative. The College administration facilitates any kind of financial assistance extended.

The College provides scholarships to different sections of students such as reserved category, economically backward, merit holders and advanced learners through various government and corporate agencies like Social welfare department, Association of Nongovernment Colleges, Sir Dorabji Tata Trust and Dr. Ambedkar Foundation, New Delhi. The Institutional scholarships and freeships are disbursed on a timely basis. The government scholarships and freeships are also disbursed on timely basis as far as possible subject to availability of funds from government agencies. Students are advised to open a bank account and the amount is directly credited to the same. In case any application is rejected the college tries to find assistance for the same.

Table 5.1(a) State Govt. Open Merit Scholarship (2014-15)

Academic Year	FYBCOM	Amount	SYBCOM	Amount	TYBCOM	Amount	No. of Students	Amount
2011 -12	63	63000	5	6000	9	10800	70	79800
2012 - 13	89	89000	63	75600	5	6000	140	170600
2013 - 14	80	80000	86	103200	62	74400	228	257600
2014 - 15	150	150000	80	96000	85	102000	292	348000

Source: *Office Records of R.A.P.C.C.E.*

Table 5.1(b): Disbursed amounts of scholarships available for students

Name of Scholarship	Academic Year	No. Of Students	Amount
SC and ST Scholarship	2011 -12	91	744470
	2012 - 13	102	670606
	2013 - 14	125	977904
	2014 - 15	131	981155
OBC Scholarship	2011 -12	69	215200
	2012 - 13	63	297013
	2013 - 14	80	439846
	2014 - 15	90	912820
VJNT Scholarship	2011 -12	16	77920
	2012 - 13	27	91969
	2013 - 14	26	135308
	2014 - 15	38	194655
	2015-16	-	-
SBC scholarship	2011 -12	7	39945
	2012 - 13	9	52997
	2013 - 14	--	46482
	2014 - 15	--	53160
SC and ST Freeship	2011 -12	120	534502
	2012 - 13	166	890233
	2013 - 14	176	793641
	2014 - 15	175	1065775
OBC Freeship	2011 -12	49	179855
	2012 - 13	76	256367
	2013 - 14	97	421106
	2014 - 15	90	348035
VJNT Freeship	2011 -12	24	75804
	2012 - 13	26	78379
	2013 - 14	30	226366
	2014 - 15	28	113500
SBC Freeship	2011 -12	12	35815
	2012 - 13	9	28109
	2013 - 14	10	33309
	2014 - 15	8	51565
C. Shahu Maharaj Merit Scholarship	2011 -12	--	-----
	2012 - 13	--	255000
	2013 - 14	--	213000
	2014 - 15	--	264000

Source: Office Records of R.A.P.C.C.E.

5.1.3 Around 600 students obtain scholarship. 30 % of students get benefits.

5.1.4 The college is governed by the policies formed by the Government of Maharashtra. The admission process is as per the norms prescribed. The students from SC/ST, OBC are admitted as per rules.

For these sections of students, various welfare and support services like scholarships and freeships are offered by the government agencies. The college strictly adheres to the statutory requisites and utilizes these services for the benefit of target students with the help of dedicated and experienced staff diligently monitoring and ensuring the proper development of these services. Apart from this, college on its own provides various services and facilities to these sections of students for their inclusion in mainstream by fostering their competencies. For the economically weaker section of the students, the college provides scholarships. The college avails the benefits of various UGC schemes for reserved category students and utilizes the funds for assigned purposes by distributing stationery and by conducting remedial coaching. Further the college arranges for coaching for competitive examinations by engaging professional agencies. They are given support in multiple ways that they surge ahead despite their marginalized states. The students are encouraged to participate in all the college activities. The Institution makes sure that they are given certain responsible positions in the statutory bodies.

Students with physical disabilities are looked after with special care and personal attention. The railings are fixed on staircases to facilitate climbing up and down the stairs. As far as possible, these students are accommodated on lower floors during the examination and their seating arrangements are made in a separate room on ground floor. During the examination writers are provided and extra time is also allowed. A special identification mark is also made on the answer books of students having learning disability so as to afford special consideration by the examiner while assessing the answer books. The facilities also include:

- Audio recording of the lectures in the class for blind students
- Set of books is provided
- Audio-visual facility is provided

- Issue of books against the authority letter in the library
- Language lab facility

Foreign students are given due care by extending help during admissions towards visa procedures and police verification. The country of origin has rules to be followed and their special needs are taken care of by college. For example, students from Israel are required to complete military training at Israel. They are permitted to complete their requirement and come back to continue their studies. Similar help is extended to Korean students.

The college provides facilities to the students representing the college in research, co-curricular and extra-curricular activities like Sports, NSS, NCC, and Life Long Extension and Cultural activities.

The college provides all necessary equipment. In case any internal assessment programme is conducted during the period of absence, a special test is conducted so that they do not miss out on the regular academic tests. The Chairman of the Artists' Guild and the Chairman of Gymkhana make sure that their physical and mental health is maintained. They take special care by providing them breakfast and healthy food. They accompany them such that they remain motivated. All the financial expenses are borne by the college, which includes Travelling Allowance, Daily Allowance, Registration Fee, Special training and others. Faculty members extend their support as mentors. The team managers also extend all support possible. It is but obvious that the students may not win all the competitions they participate. In such situations the faculty extends emotional support to the students. The students are encouraged to participate at National and International Level competitions.

Group Insurance scheme covers all the students of college. First Aid facility is available within the Campus at 5 Places viz. Main Office, Principal's Office, Vice Principal's office, BMS and Gymkhana. Dr. Khandeparkar is the official health care consultant of the college. The clinic and Nursing home of Dr. Khandeparkar is located within a distance of around 250 meters from the college.

Coaching classes for competitive exams and spoken English classes are conducted for the students. Although it is open for all, special care is taken that it reaches the marginalized community and economically weak students.

Miss Shruti Hankare, one of the students from SC, got selected for IAS. She secured 70th rank at the All India Level. Mr. Linar who got admitted with 48% at the entry level passed out with 82% when he left the college which made the college proud.

The students are encouraged to enroll for professional examinations. The institution provides flexibility in all possible ways to support their interest in the initiative to proceed to higher studies. The staff members recommend students to the institutions of learning abroad. They are supported in every possible manner such that their progression is not hindered. Career guidance fair is organized to showcase their career options. 'Milestones' a career guidance manual is published by the college which provides information about career options.

Representatives from foreign universities are invited to guide students about studies abroad. CEGF conducts programmes throughout the year by inviting professionals to familiarize students about possible career options. Mr. Anal Pandit, an expert in calligraphy visited the campus to educate students about career opportunities in the area of handwriting and related studies.

Skill based certificate courses were started by the college as per the need. UGC add on courses such as NETSIM, Project Management, ERP, and communicative English have been introduced in the college during the last four years.

The college supports slow-learners and learners with disabilities. The slow-learners are offered remedial teaching in English and intensive teaching in subjects opted by them. UGC sponsored remedial courses are conducted by the college in the subject of Accounts, Mathematics and Statistics, Economics and English. Extra Lectures are conducted by the faculty members to solve the problems of the slow-learners.

In order to understand the functioning of the industrial organizations there is a need to establish industry-academia linkages. The college has understood this need of the hour. The commerce and management students are encouraged to visit factories and business establishments which will give them practical orientation. The college also organizes workshops to make the students understand the practical aspect of business. A workshop by NSDL brought out the importance of paperless securities market. A

visit to the office of NDTV helped the journalism students to understand the media world. Similarly the faculty member identified the business establishments and financial entities such that students are exposed to the real world. 'Book to Boardroom' is what is planned by faculty while organizing the industrial visits.

It is very necessary to maintain industry academia relationship. However, there is need to cater to the left-brain oriented creative appetite of the student community. Podar College publishes the college magazine (PODAR PAGEANT) every year. The editorial team comprises of students who are guided by a teacher in charge. This gives a platform for demonstrating the creative talent of the students. The editorial team selects a theme for every year and publicizes through class to class announcements. The articles, creative art work, poems, short stories, anecdotes are collected by the students' representatives. The magazine encourages contribution in any language as per the interest of the students. Typically the Podar Pageant has dedicated sections for Hindi, Marathi, Gujarati, Tamil, Sanskrit, and English. The magazines also report all the activities undertaken by the college during the preceding year.

In this context it is worthy to mention as to how Podar College spreads the importance of publishing magazines to other colleges. The college awards a rotating trophy (Prof. Chandgadkar trophy) to the best college magazine published by the colleges affiliated to the University of Mumbai. The college invites the entries from all colleges which are then scrutinized by a panel of judges. The winning college is awarded the trophy. Winning the Chandgadkar trophy is a matter of pride for the colleges in Mumbai. Prof. Chandgadkar was an acclaimed professor, and was a faculty member of Podar College. Podar college magazine does not take part in the competition for Chandgadkar trophy. To compensate for this, the late G P Palekar trophy is given to the student for best contribution to the Podar Pageant.

The creative side of Podarites gets reflected in the Brochure, Posters, Handbills, and other Publicity materials designed by them for their respective college associations. The college website is maintained by a team of Podar students. Each and every association has their own facebook page and webpages developed and maintained by the students. Late Jivandas trophy instituted by a former faculty member is awarded to the best posters made by students during the year. Thus, the creative side of Podar students is well supported by the college.

The English Literary Circle, Hindi Sahitya Mandal, Marathi Vangmaya Mandal, Gujarati Literary Circle conduct various activities like poetry competition, literary competitions to encourage students to write. These forums organize various workshops to enhance the writing skills of students. The best articles and poems, which win prizes in these competitions, are included in the college magazine.

5.1.5 Innovation, initiative, leadership and organization are some of the key skills required for any successful entrepreneur. The curriculum of B.Com, B.M.S has an inbuilt tilt towards entrepreneurial initiative. The college activities try to strengthen this aspect by permitting the students to try entrepreneurial ventures. Almost all activities are organized by the students. The road map compares with the steps required for setting up a new enterprise. By participating in different activities and events organized by various forums, the college nurtures these key skills along with communication, time management, negotiation, marketing, event management, decision making, coordinating and other skills which are essential to become a entrepreneur. The students scout for venue, time, monetary resources, human resources (guest speakers), and financial management. The college also organizes Enigma, and Moneta events where there is entrepreneurial initiatives.

Financial resources of up to 8 to 10 lakhs are raised through sponsorships. The NSS unit makes diyas and sells them to collect funds for helping the needy. The students Resource Centre completely managed by students is another example. To encourage women entrepreneurs and converting a hobby into an entrepreneurial venture, exhibitions are organised by WDC where a platform is given for exhibiting products for sale. The college invites successful Podarites (Entrepreneurs from Podar) to give motivational and inspirational talks.

The Industrial Interface Forum organizes lectures relating to entrepreneurship and related areas and also organizes visits to small-scale industries so as to familiarize the students with workings of these units. The Industrial visits are also organized by the BMS section of the college annually to various manufacturing units inside and outside the state.

5.1.6 The institution strongly encourages the students to participate in extracurricular and co-curricular activities. The mission of the college being “Nurturing intellect and creating personalities” calls for all round development of the students. It has been the

Podar experience that personality development will be completely possible if the students are given an opportunity to participate in activities along with academic programmes. As many as 40 active forums give opportunities for all the students to explore their talent and showcase it.

To promote participation of students in extra-curricular and co-curricular activities, the college provides additional academic support by conducting extra coaching to compensate the learning hours spent on practices and performances. The test and examination dates are finalized only after taking into consideration the event calendar and schedule of these students. Additional tests and examination are conducted if required and whenever permitted under university regulations.

As many as 40 active forums give opportunities for all the students to explore their talent and showcase it. The students could test their oratory skills in Speakers academy, dance and drama at Artists Guild and their sports talent at gymkhana. NCC and NSS give a wide range of opportunities for personality development. Quizzers League, Hruturang, hikers Club, Hobby Circle, Group Discussion Cell have their yearlong events where the talent is identified and nurtured. R. A. Podar Presentation Of Rising Talent (R.A.P.P.O.R.T) is an annual event organised by the Student's council, which gives scope for the freshers to establish rapport with seniors as well as to showcase their talent.

The Gymkhana takes due care about the uniform and safety devices including gloves and other guards enabling the students to do well on field. The college has created a record by winning the Youth Festival (Mumbai University) trophy 3 times in a row. The Maneka trophy was won continuously for 4 years. When Maharashtra Times covered the achievements of Podar college it expressed an air of awe by saying that a Commerce College winning the trophy is laudable. The trophy instituted by the Maharashtra times has been bagged by the college continuously for the three years. The college has earned 6th rank in sports among 650 colleges of University of Mumbai.

Food arrangements are made in the college premises to afford the students more time and requisite energy during the practice sessions. During the competitions and tournaments the food arrangements and transportation are organised by the college or the expenses are reimbursed. Occasionally daily fixed allowance is paid to the students during competitions and tournaments.

Though students are selected taking into account their basic talent, aptitude and inclination, the college engages coaches, trainers, and directors to channelize their efforts in bringing the best out of them. In all, the practice sessions and especially during their performances in the competitions and tournaments the students are attended by the appointed coaches, trainers and directors along with the concerned staff member in charge.

The properties, accessories, costumes and equipment required to Fine Arts and artistic performances and sports material and uniforms required for sports events are strictly purchased as per the prescribed specifications without compromising on the quality.

The forums like Quizzers' League and Speakers' Academy encourage, prepare and facilitate the students to participate in various local and national level competitions like Spell Bee, A.D Shroff and many others. It is pertinent to mention the college has been winning AD Shroff elocution competition in a row for several years.

The college organizes inter collegiate competitions like Volleyball and judo in association with the University of Mumbai. The Annual Athletic meet is organized every year.

The college encourages students to participate in all inter collegiate cultural events where the students bring laurels to College. IPTA trophy, a prestigious theatre trophy was won by the college 3 times in a row.

The students are encouraged by displaying their accomplishments on the LED screen at the main gate and on the college website immediately after the event.

All activities of the students are duly facilitated by a faculty-in-charge. They are expected to make an annual plan along with the budget and are expected to present a report along with the outcome at the end of the academic year duly vetted by the faculty-in-charge.

As an outcome of the efforts taken by the college, Podar students are performing excellently on all fronts and holding top ranks at zonal, university, state national and international level competitions.

5.1.7 The college encourages the students to appear for competitive exams. Coaching for competitive exams are conducted and necessary guidance is also given. The college organized coaching for MPSC and UPSC examinations. The coaching was conducted by the renowned and professional agency viz. Study Circle. 360 applications were received for enrolment in the course out of which 120 students were

shortlisted. The course duration was 300 hours and was conducted on Saturdays and Sundays.

The college displays important dates of these competitive examinations at a designed place in the library identified as a “Career Corner” and students are informed about the important dates.

5.1.8 The Self-development cell of the college works to better the psychological health of the students. A dedicated counselor is available at the college for the benefit of the staff and students. The college specifically avoids using the word ‘Counseling’ to uphold the positive spirit behind the exercise. The academic audit committee which visited the college and the best college selection committee lauded the nomenclature i.e. Self-Development Cell. Students use this facility for academic counseling and personal counseling. The teenage problems, learning and teaching obstacles, family issues, and personal issues are taken care by this Cell. The teaching staff members are delegated with the mentorship of each class taking into account their maximum weekly hours assigned to the class. The class mentor, who closely monitors the progress of the students, is easily approachable by the students and deal with their academic issues and liaisons with their parents and college authorities. If required, the class mentor also recommends students for counseling at the Self Development Centre. The CEGF conducts career fairs where counseling about career options are given. A tie up with IMS enables the Podar College students to get some benefit in the fee charged by IMS for coaching for CAT and GMAT.

5.1.9 The Placement Cell of the college takes care of the placement needs of the students. The choice of entrepreneurship is getting enlarged and the professional qualification in terms of CA and CS Registration for jobs therefore has become the least priority. However, the employees are keen in visiting the Podar campus and the placement week witnesses’ active participation from students. The Placement Cell conducts various activities and workshops on Group discussion, Resume building which help students to seize job opportunities in the market. The Placement cell has a defined procedure and timelines.

The Career Guidance Forum (CGF) organizes various activities which aim at enlightening the students regarding the various career options available to them in Commerce like Finance, Banking, Insurance, Management, Law, Accountancy,

Actuarial etc. Career counselors visit the campus and speak to the students. It also organizes and hosts 'Panorama' – A Career Fair with a view to help students about various career opportunities available and guide them towards the most appropriate career choice. The forum also organizes guest lectures every year, with a view to making students aware about various career opportunities available and guide them towards the most appropriate career choice. Another feather in the cap of CGF is the release of an in-house Career Publication- 'Milestones'.

5.1.10 There is a Grievance Redressal Cell comprising of the Principal and Vice Principal. Grievances are sorted out almost immediately as timely interference is resorted to. Students are free to bring any matter concerned with college functioning. They are required to submit their grievance in writing to Grievance Redressal Cell. The college has specially provided complaint box near Principal's office for student's convenience. The identity of students is not disclosed while redressing the grievance. The Students' Council constituted under Maharashtra University Act 1994, comprising of one representative of each class may also bring matter concerned with students for discussion and redressal. Periodical interaction between students' representatives and college administration is organized by way of meetings of students' council.

For redressal of grievances related with examinations and the assessment work, a steering committee is formed as per University directives.

The 'Unfair Means Inquiry Committee' of the college deals with suspected unfair practices in the examinations.

The 'Attendance Committee' take cognizance of the grievances related with the attendance of students.

The college is free from any kind of disturbance from students. During the last 75 years, the college has not experienced any students' disturbance, strike or unrest.

5.1.11 Women Development Cell of the college is formed to look after the issues related to the women in the college. The WDC of the college plays important role in women empowerment. There is complete absence of gender bias in academic as well as co-curricular and extra-curricular activities. The Women Development Cell and the Discipline Committee of the college maintain free and safe academic environment for the girl students. Gender Sensitization drive has been organised by the WDC of the

College. Till date, no event of sexual harassment or similar situation has occurred in the college.

According to the Supreme Court ruling (The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal Act, 2013 / Vishakha Guidelines), the College has constituted a committee to take care of the issues pertaining to the sexual harassment of its women employees at the workplace. The Principal, the three Vice Principals and the Registrar (Women) are members of this committee along with one NGO (Nirmiti, working for betterment of women) representative.

5.1.12 The College has constituted an Anti-Ragging Committee as per the guidelines of UGC Regulations on Curbing the Menace of Ragging in Higher Educational Institutions, 2009. Anti-Ragging Committee is governed by the Principal of the College.

The ragging instance is absent in the college premises. However, as a strong preventive and deterrent measure the college has an anti-ragging committee, which comprises of anti-ragging squad of the senior students, instituted by the NSS and the members of NSS advisory committee. At the orientation program, organized for the new entrants, a compelling proclamation is made by the college about the offence of ragging and its possible severe consequences. Further as per the statutory provisions a declaration is displayed at a prominently visible place stating the offence of ragging and the punishment for the offender. This committee engages itself during the commencement of the academic term and makes sure that the entry for freshers into the institution is free from shackles. Since the senior students volunteer, the fear factor is removed from the minds of the students. “Prevention is better than cure” thus there have been no instances for ragging.

5.1.13 The welfare measures besides the counseling is the regular guidance lecture about the diet and eating habits. A trainer supported fitness machine is available for the students to exercise and keep them physically fit. Medical expenses are borne by college for any casualty during college hours and college activity. Special incentives in the form of grace marks as per the University of Mumbai rules are given to students participating in NSS, NCC cadets, Cultural students and Lifelong learning students and sport activities.

The following are other efforts undertaken by the college in this regard:

Marginalized section of the population	<ol style="list-style-type: none"> 1. Scholarships and freeships for students by Government and Instituted in-house 2. Book bank facility and distribution of stationery 3. Earn while you learn scheme 4. Coaching for UPSC examination
Slow learners	Remedial coaching and Bridge courses in Mathematics and Accountancy
Health	<ol style="list-style-type: none"> 1. Self-Development Cell for mental health and personal counseling 2. First aid boxes at requisite places 3. Group insurance included in fees
Skill development	Language Laboratory, English proficiency course designed by the faculty members of college, NET SIM training programme, SAP

5.1.14 The college has an active Alumni Association. Though the association is not yet a registered body, its prospective members have contributed to the welfare and development of college independently and collectively from time to time.

The support of alumni has been complete and comprehensive. The academic contribution has been exemplary as they readily accept invitations from the college to deliver guest lectures. Alumni support in the infrastructure development has been in the form of replacement of computers and other electronic devices. They also donate books to the college library.

A range of scholarships, prizes and awards have been instituted by the alumni with the intent of sustaining the high standards established by them in Academics, Art, sports and cultural activities. Furthermore, many of them offer their professional expertise and guide the student participants in college and university events in the capacity of coach, trainer, director and judge.

The alumni render yeoman service by offering their expertise, guidance, time and funds, and help in elevating the college and inter collegiate events to a grand level. Many of the scholarly and learned alumni keep donating the valuable and rare books and lend a hand in enriching the library collection. They also support the placement initiatives of the college. The printer of the college magazine, the event managers for programmes involving celebrities like Zakir Hussain, Dr. Vijaya Mehta are all alumni of Podar. Every year one alumnus, preferably any young entrepreneur is offered the membership in IQAC who actively participates in the decision making process of

quality enhancement. Alumni donate books to the library.

5.2. Student Progression

5.2.1 After completing graduation majority of the students i.e. about 45-50 % progress for employment, about 10-15% progress for family business or own business while about 30-40% go for post-graduation studies.

5.2.2 Exact numbers are not available. Given below are approximate values obtained from transfer certificates issued and oral information available.

Table 5.2(a): Student progression

	2014-15	2013-14	2012-13	2011-12
Student progression	%	%	%	%
UG to PG	34.48%	30.66%	15.99%	1.43%

Table 5.2 (b): Programme wise pass percentage

Sr.No.	Course	Pass % of students			
		2014-15	2013-14	2012-13	2011-12
1	B.Com.	95.86	97.6	97	94
2	B.M.S.	90	91.5	92.3	79.8

5.2.3 The progression of the students to higher levels of education and learning is encouraged by providing an environment of awareness. Delegates from foreign universities are invited to present information about facilities and opportunities for studying abroad. The new age courses like CPA, CMA and actuarial science are promoted by experts. It was a proud moment for Podar college when the President of

ICAI and President of ACS (Shri. Jayant Gokhale and Shri S. N Anathasubramanian) spoke to students about career options.

Career Guidance Cell and Placement cell of the college regularly arrange lectures of experts to guide students about the career options available. They are motivated for higher studies and are made aware about various job opportunities available. Notices regarding job opportunities are displayed on the notice boards.

Students are guided for MPSC / UPSC and such other examinations. To inculcate the research culture amongst the students they are motivated to participate in various seminars, conferences and workshops. They are encouraged to participate in the research projects taken up by the faculty or organization.

To make students fit for the job market special efforts like industrial visits, on the job training and so on are taken by the college.

5.2.4 Remedial lectures are regularly conducted in order to help the students sustain their interest in studies by grouping students with diverse background and by organizing motivation lectures; the fear of failure is addressed. The mentoring system, which is operational, helps in taking care of the mentee's psychological aberrations. The Parent Teacher Meets also help in encouraging students to address the problems related to failures. The following measures are taken by the college to address the issue of dropouts although the problem is very rare.

1. Bridge Course
2. Remedial and Intensive Coaching
3. Mentoring of students
4. Parent-Teacher Meeting

5.3. Student Participation and Activities

5.3.1 The college gives opportunity for students to participate in a wide range of sports and games. The annual athletic meet provides a platform for the students to become aware of the sports related career options. Polarities have been players of national and international level in various sports. Cricket, Tennis, Athletics, Gymnastics, Table tennis, water polo to name a few. Similarly, students of Podar have been national and international level performers in music and dance. Pooja Gaitonde,

Rachit Agarwal are a few names added to the long list of artistes who decorate the national scene which include Bombay Jayashree, Aarti Ankalikar, Uday Tikekar, Mahalakshmi Iyer and Clinton Cerejo. From the arena of sports, the recent addition Sushant Mhatre, Shreyas Iyer, Akshata Shetye, Farzan, Priyal Keni, Rakesh Kulkarni to the names of international fame which include Farookh Engineer, Ravi Shastri, Dilip Vengsarkar, Rohan Gavaskar, Sanjay Manjrekar, Ravindra Patil and various others. (Annexure 10)

5.3.2 The college has been winning the Youth Festival trophy consecutively for 3 times in a row since 2012-13. Team representing Podar college at the international economics conventional has won the best team award in 2014-15. Details of achievements are mentioned in Annexure 10.

5.3.3 The feedback from employers is collected by the Placement Cell. A pre-printed format is available for the same. The data is then collected and is discussed at the placement committee. In case of any action to be taken on the basis of feedback, the committee places the requirements to the Principal and due action is taken.

The local managing committee, where the staff has adequate representation, recommends suggestions to the managing council through the Principal. The final decision about introducing new academic courses or providing infrastructural facilities is taken by the managing council.

5.3.4 The creative spirit of the students is encouraged by the various associations they belong to. The students design all the publicity material for the programme. The designing of flexes and the printing is done by the students. Students publish Enigma, Moneta brochures, flexes, and other creative materials, which includes publication of newsletters during Moneta and Enigma. Students help in publication of 'Milestones' – a career magazine. Every year the college publishes its magazine based on a theme. The contents of the magazine are conceptualized, designed and edited by a committee of students headed by a teacher-in-charge. It is a multi-lingual magazine featuring write-ups in English, Hindi, Marathi, Gujarati, Tamil, French and German.

The college has instituted a Best Magazine Trophy i.e. Chandgadkar Trophy to encourage the other colleges.

5.3.5 The college has a Students' Council. The constitution of the Council is as per the Maharashtra Universities Act 1994. The Principal appoints the Professor in charge. The Principal in consultation with the Professor In-charge nominates the members of the Students' Council. The six members representing the first year, second year and third year B.Com and BMS are selected on the basis of academic merits on confirmation of their willingness and availability to work for the Council. The two lady representatives are nominated by the Principal keeping in view their contribution to the College where one member represents the reserved category. All remaining members of the Council are the four senior members in the college forums representing Cultural activities, Sports, NCC and NSS.

The constitution of the Students' Council for 2014-15 was as under:

1. Professor-In-charge: Mr. Suryakant Pagare
2. Cultural Representative: Mr. Abhishek Devadiga (G.S.)
3. Sports Representative: Ms. Priyal Keni
4. NCC Representative: Mr. Rohan Shisode
5. NSS Representative: Mr. Sheldon Roth
6. Lady Representative: Ms. Aarti Katageri
7. Lady Representative: Ms. Varsha Srinivasan
8. TYBCOM Representative: Ms. Mishika Poddar
9. SYBCOM Representative: Ms. Hinal Mehta
10. FYBCOM Representative: Ms. Palak Chandak
11. TYBMS Representative: Ms. Swati Garg
12. SYBMS Representative: Ms. Ishani Chattopadhyay
13. FYBMS Representative: Ms. Sheetal Dubey

5.3.6 Students representatives is solicited by all the associations of the college. IQAC and LAC has student representatives, so does the WDC, NSS and Extension work. The other forums like the following have student representatives working as Secretary, Treasurer, and office bearers. A list of associations of the college is Annexure 11.

5.3.7 The college alumni meet on a regular basis. The alumni meet is also organized by the batches of students with prior permission from college. The group of former General Secretaries of the Students Council meets regularly at the college and guides the administration on developmental aspects. Formally or informally the members are from the society and community meet teachers, Principals and Management for sorting out any problem related to academic activities. The suggestions made by the citizens are always considered for revision of policies. Some of the alumni are members of overall progress of the institution. As office bearers they are part of IQAC also. The College maintains contacts with former faculty for their advice for development activities as well as planning and implementation of various academic and administrative activities.

Additional Information:

Providing space for reading and preparing for professional examinations

In accordance with Podar's vision, the college provides space (Classroom G-6 & G-7) for academically oriented students who are in need of peaceful ambience for preparing for professional examinations. The facility is made available at a nominal fee Rs.100 per month.

The interested person makes an application and gives details of the course and his personal information. During vacations they use the facility from the afternoon till the evening. The activity has been continued despite escalation in the electricity bills year after year.

This activity helps discharge institutional Social Responsibility. The concept of sharing is of paramount importance in the era where hoarding is a general practice.

**Criterion VI:
Governance, Leadership
and Management**

CRITERION –VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership:

6.1.1 ‘Samaani va akooti samaanaa hridayaa ni vaham’ (We are one in mind and one in heart) is the Vision statement pronounced by the founders of the institution. **‘Na hi gnyaanen sadrasham pavitra miha vidyate’** (there is nothing in this universe as pure as knowledge) is the mission statement.

The vision of the institution is propagating equality and removing discrimination and divisive forces by educating the youth. **‘Samaani va akooti samaanaa hridayaa ni vaham’ (We are one in mind and one in heart):** Live and let others live. The vision statement is the underlying philosophy of the institution while conducting the academic programmes and other activities. The college propagates the culture of unity in diversity. It aims to provide equal opportunities irrespective of caste, creed, colour, religion or region. The visionaries found ‘Knowledge’ as the source where education should begin and end. The mission of the Institution is to spread knowledge, nurture intellect and create personalities. The staff and the management believe in the vision and mission stated above and nurtures young minds into responsible human resources. The colleges uphold the core values of humanity, co-operative spirit and equality in letter and spirit. ‘Podar Culture’ has earned a distinctive identity as Podar students are perceived as responsible, committed and resourceful by the society and the stake holders. The popular attributes of Podarites are ‘grounded, humble, empathetic and compassionate’.

6.1.2 The Internal Quality Assurance Cell (IQAC) is vested with the responsibility of designing plans and policies related to quality. The top management, i.e. the managing council of the Parent body has been demonstrating their commitment towards growth and development through quality initiative to the institutional heads. IQAC has representative from the management and the faculty. The LMC, which is a representative body, provides full support to the quality recommendations of the IQAC.

The College management is committed to the overall development/growth/ progress of the college, where the teaching and non-teaching staff excels and delivers their best efforts, to achieve the defined goals. The management provides full support in the following areas for the effective and efficient transaction of the teaching- learning process.

- Encourage faculty and staff to conduct and attend workshops, seminars and other educational activities at the local and national levels.
- Train staff in ICT usage.
- Permission to faculty to attend the orientation programs, refresher courses conducted by UGC and other educational institutions for their professional development.
- Make provision of funds for infrastructure development.
- Adapt to changes happening in the academic environment.
- Provision of educational tools and equipment.
- Provide a conducive working environment.
- Hold meetings with the faculty and to communicate future plans and strategies of the management for college development.
- Encourage faculty to pursue research activity.
- Promote Exchange program with foreign institutions.
- Link the college with other reputed institutions.
- Organize intercollegiate events.
- Invite resource persons for guest lecture, talks and guidance.

6.1.3 The institutional head is given complete freedom to assess the needs and requirements of the institution. The democratic style of functioning practiced by the parent body enables free flow of ideas and action plans. The Principal discusses the strategies and development plans with the faculty members by meeting them regularly. The Professors-in-charge of various committees and associations participate in a one on one meeting with the principal or vice principals to suggest any changes required in the system. Parent Teacher meeting, alumni meetings also provide platform for understanding the requirements for fostering excellence. The top management is then consulted and the plans are implemented.

6.1.4 The administration of the college believes in collective decision-making. This gets reflected in the number of committees, which form a part of the college administration. Besides the statutory committees, such as

- Local Managing Committee
- The Examination Committee and
- The Library Committee
- Students' Council,

The College has a number of committees like Purchase Committee, Admission Committee, Gymkhana Committee, Endowment Prizes Committee etc. to look into the different aspects of administration. All-important decisions are taken by these Committees. Besides these Committees, which help the college administration, there are committees with teachers and students as members, which take care of co-curricular and extra-curricular activities of the college.

6.1.5 The Principal is the President / convener of all statutory and non-statutory committees of the college. Besides the Principal, a chairperson heads every committee. Other staff members assist the chairperson. The membership and post of Chairperson is rotated such that, all members of the teaching staff are given an opportunity to work in different committees. All committees for co-curricular and extra-curricular activities have student representation. Students amongst themselves elect their Secretaries and office bearers. The executive members in consultation with the Chairperson organize the various activities under each banner. This form of organization enables free and open communication between teachers and students. This in turn helps the students to acquire leadership qualities and helps them to be team players. The performance of the committee is monitored by comparing their plans and progress.

6.1.6 The college practices a democratic set up where authority is delegated and responsibility is held by the top. The college administration believes and practices complete delegation and decentralization while managing the college activities. The professor-in-charge of various associations is given complete freedom to plan and execute the programmes. The teaching methodology is left to the concerned faculty member and is encouraged to participate in college activities by sharing the organizational responsibilities. They are given opportunities to decide on their own and conduct programmes as per their design. The vice principals and the heads of departments are given complete freedom within

the organizational framework. The spirit of responsibility and the feeling of pride and ownership amongst the faculty members provide scope for autonomy given to the heads of departments and associations.

6.1.7 The authority is delegated and complete operational autonomy is given to the heads. The heads in turn decides at their departmental meetings and conducts the activities. At the beginning of every term, a meeting is conducted with all the department heads. The plan of activities for the forthcoming period is discussed. This may cover a range of activities involving staff, students etc. Approximate budgetary requirements are also discussed in the meeting. The Principal undertakes a detailed analysis on a one-to-one basis, so that the plan is fine tuned.

It is pertinent to mention here that an element of flexibility is given to the respective heads so that they can have enough space for decision making. For example: the Librarian of the college is given complete freedom to go ahead with the choice of supplier, the choice of title and to order the allocation of the budget. However it is important to note that this freedom is never misused and that the institutional objectives alone prevail over the decision taken.

6.1.8 All the activities of the college are governed by committees. The members of the committees discuss and deliberate on issues such that the final decision is taken. Participative management prevails at all levels of the organizational hierarchy.

6.2. Strategy Development and Deployment

6.2.1 The IQAC pronounces the quality policy and it is formally stated. It is aligned to the underlying organizational philosophy and the mission and vision of the Institution. The IQAC members participate in developing the quality policy. At the end of the academic year the IQAC reviews the policy statement of the year and discuss about the plan for the year ahead. The first meeting deliberates on the suggestion by the members which becomes the policy for the following year.

6.2.2 The perspective plan is discussed by the IQAC and is placed before the LMC. The LMC members discuss about the new courses to be introduced and the development issues

related to infrastructure and organizational growth. The plans for channelizing the student's strength are also discussed at the LMC. For example the plan for applying for the autonomous status was proposed by the Principal, discussed with the faculty members and finally approved by the LMC. Elections are conducted to choose full time confirmed teaching staff of the college for teacher representation and amongst the non-teaching staff for their representation. The committee once constituted works for a continuous period of five years.

6.2.3 The LMC works as a connecting link between the staff members (both teaching and non-teaching), and the management of the college. The members take adequate care of developmental aspects of the Institution.

The decision making process is a combination of decentralized and centralized approach. Decisions are also taken by following top down and bottom. Decision to be taken on intuitive basis and the situational needs are finalized by the departmental heads which are ratified by the Principal subsequently. Certain decision related to discipline is taken by the Principal, as per the rules and regulation.

Figure: 6.1: Hierarchy Chart of the Office Staff

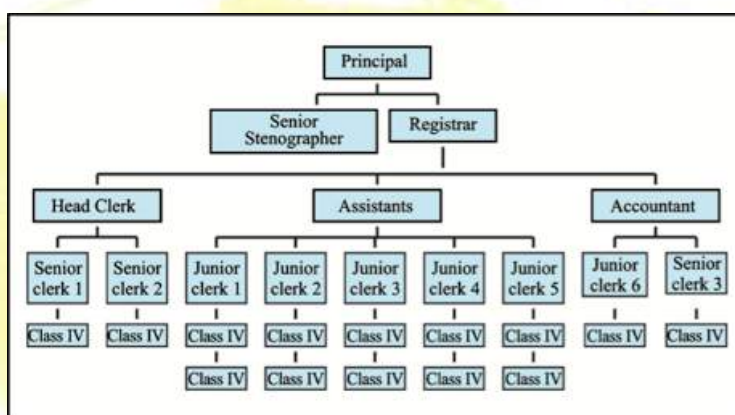


Figure: 6.2: Hierarchy Chart of the Library Staff

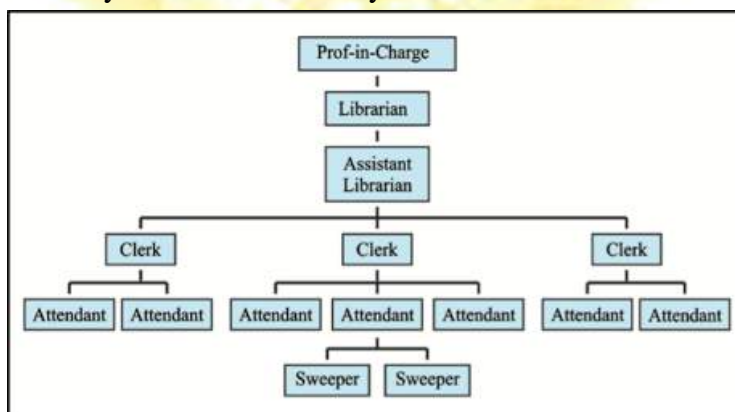
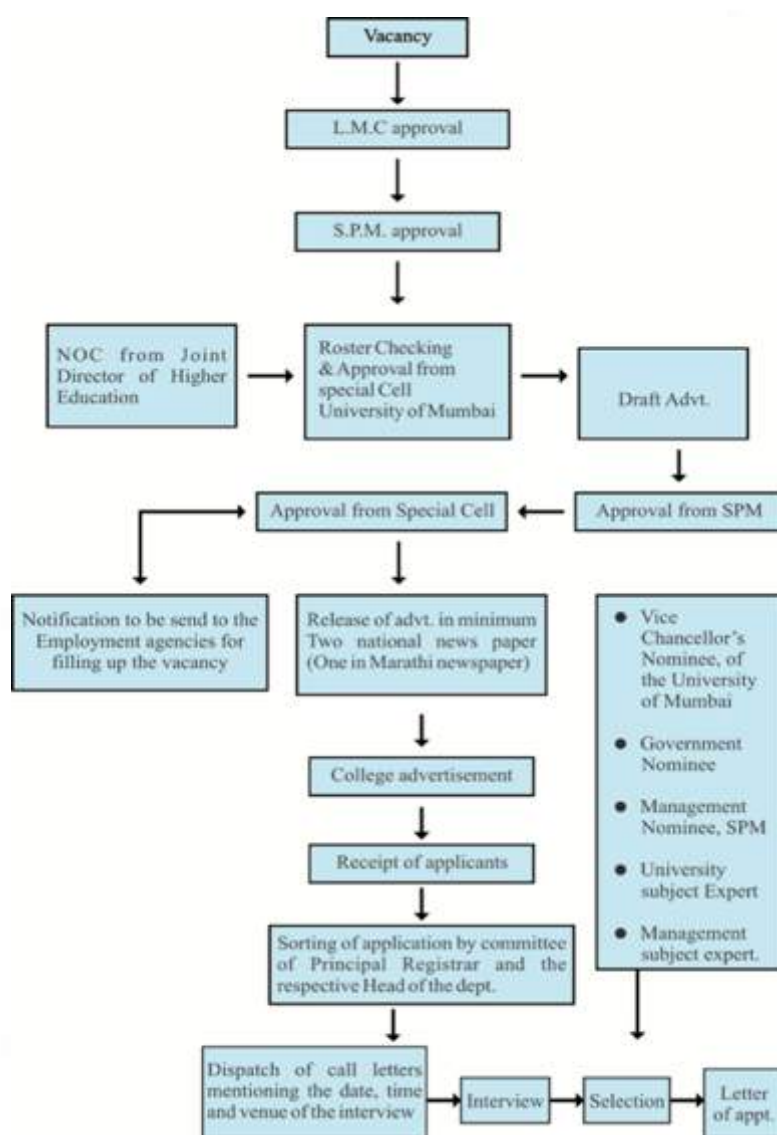


Figure: 6.3: Recruitment and Selection Procedure followed:



6.2.4 The quality improvement strategies of the institution are multi-dimensional. The main focus of the strategies developed is student centric. The IQAC formulates a theme for every academic year. This theme statement is communicated to all in the organization. The activities are oriented towards the theme specified. Interestingly the theme of the previous year is continued along with the theme spelled for the current year. For e.g. the theme for the year 2011-12 was ‘Scaling new heights’ which remains in focus along within ‘Research : Quest for Knowledge’ which is the theme of the 2014-15.

6.2.5 The Head of the Institution is the member secretary of the LMC. She is also the member of the administrative board of the SPM. She is the nominated member of the managing council of the SPM. This position enables the principal to take forward suggestions

and feedback up to the apex level (top management). The internal co-ordination and mechanism system is inbuilt in the administration setup of Podar College. Since the communication link is strong across departments the extent of communication gap is negligible. For example an association planning to conduct an event in one of the class rooms on a day, at a particular time, make a requisition in writing with the signature of the respective professor-in-charge. This is submitted to the vice principal, who grants the necessary permission after consulting the availability of room. Thus the registrar, accountant, clerk, vice-principal and the principal are aware about the status on any given working day or holiday. Almost all activities of the college administrations involves more than 2 to 3 persons which ensures complete internal coordination and control.

6.2.6 The administration conducts staff meetings at regular intervals. In a year the staff meets at least 6 times. The agenda primarily focuses on developmental issues, disciplinary measures and faculty growth and development. The suggestions of the members of the staff help in increasing the efficiency and effectiveness of the institutional process.

6.2.7 The resolution passed in the year 2014 – 15 besides regular matters was to make arrangements for conducting LMC elections. The LMC passed a resolution to commence the procedure for NAAC reaccreditation (3rd cycle). LMC also authorised the Principal to apply for current and contemporary undergraduate programmes. All the resolutions have been successfully implemented.

6.2.8 The affiliating university has provision for granting autonomy status to the affiliated institution. The college is seriously considering for applying for the same. As the institution believes in democratic ways of functioning the principal has obtained the consent from teaching, non-teaching staff and students.

6.2.9 There is a Grievance Redressal Cell. The grievances and complaints are promptly attended and resolved. The principal and Vice Principals follow an open door policy while managing the affairs of the college. The staff and students approach the principal for any grievances and they are addressed immediately. They are solved if it involves the internal aspects. Most of these grievances are handled informally and amicably. The teaching as well

as non-teaching staff is encouraged to take assistance from this cell and any case of grievance is handled carefully, without hurting anyone's sentiments or feelings.

6.2.10 The college has filed a case challenging the decision of the Maharashtra Government to combine the rosters of the three institutions run by SPM namely R.A. Podar College, Ruia College (Mumbai) and SP College, Pune. The matter is sub judice.

6.2.11 There is a mechanism for analyzing student's feedback in institutional performance. The students were of the opinion that the college needs to build more operational space. Since there is an FSI related issue the suggestion still needs to take off. A Few other suggestions such as improving teaching methods and use of ICT were implemented in phases during the last four years.

6.3. Faculty Employment Strategies.

6.3.1 The institution regularly conducts FDPs. The teaching staff is encouraged to pursue higher studies. They are motivated to undertake research projects. The Principal sanctions all leave required by the staff for professional development. The KEP enhances the inner disciplinary knowledge exchange. Non-teaching staff are given skill based training such that they professionally acquire expertise. Most of the positions in the non-teaching staff are filled by promotion. This gives them encouragement to learn and perform. The accountant is appearing for M.Com. Class-IV Peons are encouraged to enroll for higher studies. The stenographer has cleared her higher grade Marathi shorthand. She has also has enrolled for M.Com.

6.3.2 Faculty empowerment lies in unlearning, learning and relearning. The various development programmes are oriented towards these three principles. The staff members are given additional responsibility of certain administrative roles which helps them to understand the intricacies of the same. For example the university CAP centre is co-ordinated by one of the faculty members. Similarly Mr. Asif Shaikh, another faculty member helps in facilitating ANGC scholarship. Vice Principal S. Natarajan and Dr. Ms. Vinita Pimpale organize and conduct UGC add-on course and Mr. Santosh Patil, the Librarian takes care of UGC related

matters. Amongst the non-teaching staff, job rotation is undertaken more on compulsion. As there have been few retirements during the last 3 years the staff has been sharing the responsibility by learning to perform new roles. (Currently there is a ban on recruitment in Maharashtra state). The college organized and conducted two refresher courses in the subjects of Commerce and Management during the last four years. This allowed for a free exchange of ideas.

6.3.3 A two tier performance appraisal system is followed. Initially the staff fills a self – appraisal form at the end of the academic year. This self-appraisal form is reviewed by the HOD and the Principal and due remarks are made. Any suggestions that are due is shared with the individual faculty member.

6.3.4 The performance appraisal reports are reviewed by the management in the light of the remark made by the Principal. In case of regular absenteeism or willful default the management advises the principal to warn the staff member. On a few occasions, the management has recommended issue of show-cause notice or memos.

6.3.5 The teaching and non-teaching staff is covered by all the welfare schemes of the Government of Maharashtra. Besides, there is a Staff Welfare fund, which is maintained by the college. This fund is managed by the non-teaching staff. The Principal is the chairperson of the Committee. The fund extends help to the non-teaching staff at time of their need such as meeting medical expenses. The fund managers also give token gifts to the staff or kin of staff who gets married. The children of staff members are given fixed amount if they pass board examinations with a first class. The staff has equal access to the scheme. The podar campus attracts and retains talented faculty.

6.3.6 Retaining the eminent faculty has never been an issue at the college. Those who have joined have served the institution till the superannuation.

6.4. Financial Management and Resource Mobilization.

6.4.1 The annual budget is prepared which is the time tested mechanism for effectively using the financial resources. The budget is prepared by the Accountant in consultation with the Principal and Vice Principals, it is then placed before the LMC. Subsequently it is submitted to the SPM, which evaluates. The Mandali sanctions the budget prepared.

6.4.2 The accounts of the college are audited annually by internal auditor and a statutory auditor. M/S. Yashwant Anil Rajeshree and Associate is the internal auditor and M/S. D. Y. Ranade and Co. is the external auditor. The parent body appoints the auditors. The observations given by the auditors are duly complied with.

6.4.3 The major source of institutional receipt is the fee collected from students. And the developmental expenditure is funded by the parent body. Majority of the students' programmes such as cultural festivals, literary events etc. are financially sponsored by corporate entities. The College thus maintains academic- industry interface.

6.4.4 The institution has been approaching the funding institutions such as UGC/ ICSSR and ASC. Funds received are utilized as per norms and the certificates of utilisation are duly obtained. The College does not leave any opportunity to invite financial support for the College development.

6.5 Internal Quality Assurance System (IQAS)

6.5.1 The IQAC was established in 2004 and since then it has been functioning as the nodal agency for quality enhancement. The functioning of IQAC has been altered from time to time as per the recommendation of NAAC. However the college IQAC has been retaining its basic fabric as the apex body for institutionalizing the quality process and practices.

The IQAC formulates the quality objectives for the college. It has been the driving force to identify funding agencies and encourage research activities. As the recommendations of IQAC have been for institutional growth and development, the approval from management has never been an issue. The IQAC has external members from industry and from the alumni.

To make it more stakeholder oriented parents and students are also included in the IQAC. Mr. Sanjay Shete who himself is a director of one of the esteemed Physical Education colleges guides the IQAC on the basis of his experience. Mr. Anuj Garg, an alumnus and an entrepreneur, contributes with his exposure to the world of business. All the members contribute by way of ideas and also help in the operationalisation. Mr. Bhalerao, the council member gives a listening ear to the proposals and helps the activities to be organized. The 'Wellness programme', which was conceptualized by the IQAC, has been taking care of the health of the staff members. A 2-day National seminar was organised by IQAC on Quality enhancement measures in Higher education in India, which highlighted the need for comprehensive education that must embrace broader mission, deeper visions, bolder proposals, and sustained innovation.

The IQAC updates all their efforts by posting information about events and activities on the college website. The time tested method of circulating written notices and informing the stakeholders by writing on display boards, the efforts are given good publicity.

6.5.2 Academic activities and administrative activities are integrated in such a way that they synergize. The teaching learning process is monitored by maintaining the daily lecture sheet. The lectures are adjusted in such a way that the absence of one faculty member does not affect the schedule of the students.

6.5.3 Quality assurance related awareness and training is given to all the staff members. The institution believes in 360° quality assurance the need for sensitizing the importance of quality adherence is predominant. The IQAC has evolved procedure for the maintenance of campus, arrangement of furniture, the readiness of ICT devices, cleanliness of washroom and the punctuality of the staff- members. Frequent energy audit and electricity audit ensures the replacement of tube lights, fans etc. The administrative duties are well documented and designated counters are indicated for smooth movement of student related activities. The class IV staff have been provided with uniforms by the college.

6.5.4 The IQAC also believes in monitoring the efficacy of the systems by conducting academic audit. Both internal and external academic audit is conducted. At the behest of IQAC internal audit report is shared with the staff members for further refinement. External

academic audit is conducted by the affiliating university. Their suggestions are communicated to the staff.

6.5.5 The IQAC conducts its activities in line with NAAC guidelines. The coordinator consults the mechanism of IQAC in other colleges in the city of Mumbai and tries to align with them by learning best practices from them. The Principal is a member of IQAC in two of the neighboring colleges. The knowledge about the IQAC mechanism of these institutions enables the college IQAC to realign in case of need. Workshops and seminars for IQAC members of cluster colleges have been arranged from time to time.

6.5.6 The departmental members frequently meet to discuss about importance of quality assurance in the teaching- learning process. This interaction gives a much needed focus on standardizing the teaching-learning subject wise. Staff members discuss certain common issues like examination system, Paper pattern etc. which enable qualitative improvement in evaluation process. Centralized paper settings, an exercise introduced by IQAC enabled the members to enhance the quality of teaching learning.

6.5.7 The college website is used as a channel for disseminating information on quality sustenance exercise to all the stakeholders. The campus-based activities are widely covered by the media. All achievements of the college gets wide publicity in the print media and business journals. The popular print media obtains guides from the Principal on the topical issues and publish them.

**Criterion VIII:
Innovation and Best Practices**

CRITERIA VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness:

7.1.1 The institution and its members, both teachers and students, work passionately towards the aim of fulfilling the responsibility towards creating environmentally conscious citizens. The institution is in the process of conducting a green audit and has adopted various green practices to conserve the environment. The college has installed solar panels to facilitate the use of renewable energy. The students have also addressed a very small, yet significant environmental issue by setting up shelters for sparrows – a bird that is becoming an increasingly rare sight in the city following the rapid climate changes seen in recent times.

The students regularly undertake ‘Plantation Drives’ both within the campus and outside – the former being less frequent than the latter due to the lack of space within the college. However both – internal and external drives – are conducted with equal dedication and care. These efforts, apart from various others have not only made the college and its campus ‘green’ but also contributed to similar improvement in the environment of areas the college has worked in.

The college takes special efforts to initiate amongst the minds of the students awareness, appreciation and concern for the environment and its many woes. The college believes that greater awareness will eventually lead to superior and more frequent action, as has been the case. For developing such awareness the college undertakes various measures such as classroom discussions, street plays, ‘Greenathon’ – i.e. short marathons to promote environment-friendliness and organizing various drives across the year

7.1.2 Besides creating an understanding and awareness amongst the students, the college also takes the following more direct measures to make the campus more eco-friendly:

Energy conservation

Despite the fact that a college in a prominent location in an important city like Mumbai is not affected by issues such as power-cuts, load shedding, etc., it strives to do its little bit and avoid all wastage of energy and conserve as much of it as possible, that it may lighten areas still in the dark.

The college conducts, by way of its students, an 'Energy Audit' to plug-in any points that lead to wastage of energy. The Second Year B.Com students took up this initiative. They were part of a team the Podar Hygiene Brigade", who undertook an inspection of the entire college campus to identify bottlenecks and any unproductive utilization of electricity. The team put up innovative and often humorous banners and placards in every classroom reminding the students to switch off the lights and fans when leaving the room. It can be said that the objective of this initiative was well met as a consciousness towards such matters has become instilled in the minds of the students and the faculty. Students even take this habit home. The college has replaced older, more inefficient bulbs and tube lights with LED's reducing the college's own consumption. The classrooms are well ventilated to provide adequate light and air thus minimizing the requirement of electricity.

Use of renewable energy:

Another laudable initiative of R. A. Podar College has been the installation of Solar Panels above the library, which now lights the Reading Room, a huge study area with a capacity of more than three hundred students, which is almost always occupied throughout the day. The College has installed a solar PV module with 1.5KWP which generates 6 KW units/day. 120 nos. of ICL tube lights were replaced by 55 LED tube lights of 18 W each, at this stage itself the college library started saving around 84% power. For the remaining partial power requirement the solar system was designed and developed to cater to 22 LED tube lights (out of 55 nos.) burning for maximum 12 hours / day. The total power requirement for the 22 LED tube lights/day is 4.75 KW or 4.75 units. This is provided by the solar system. The aforementioned system generated around 5 – 6 units of power/day, which is supplied to the partial electrical load in the library thus saving the conventional power. With the Solar PV power generation system in place, the library uses very less conventional power for the balance 33 LED tube lights. This power requirement/day is as low as 7 units or 7 KW. Following the success of the experiment, the college looks forward to the opportunity of furthering its use of solar energy and reducing its dependence on more conventional sources. This is the college's commitment to the cause of energy conservation and to making sure that it gives the coming generations a world that is, if not better, at least at par with the one it inherited.

Efforts for Carbon Neutrality

In this age of electronic media, the college has done its best to avoid the use of paper wherever possible and substitute for it cleaner and greener modes of communication and record keeping. Communication amongst staff and students has shifted to emails and other electronic form. The college makes the students aware of carbon credit neutrality: its advantages etc. as a curriculum in the Foundation Course and Environmental Studies in the first and second year programs. Projects/Assignments are also given to students based on topics like Industrial waste, earnings from carbon credits etc.

MONETA, the college's national level financial-markets based festival, has a full-fledged event called the 'Carbon Credit Czar' which attempts to put students in positions where they can appreciate the concept and importance of carbon credits, thus extending awareness beyond the college to various others across the nations. MONETA also conducts seminars delivered by people of standing in the sphere of environment conservation and sustainability to inculcate amongst students from across the nation a concern towards the environment.

Plantation

It is not enough to only prevent felling of trees. The college undertakes various measures to undertake afforestation within and outside the campus. Podar has a tradition of gifting various visitors, guest speakers, etc. a tulsi sapling as a token of appreciation at the same time taking another step towards a greener world not restricted to the college. This is another attempt by the college to reduce and compensate for its carbon footprint.

Hazardous waste management

Being an educational institution, the college does not generate much hazardous waste. There are dustbins in every classroom, which are emptied every day to assure no garbage ages within the campus. There is an incinerator in the ladies washroom to dispose the sanitary napkins. The college believes its utmost responsibility to keep all dangerous waste at bay not only for the safety of the students but also for the harm it causes the environment.

E-Waste Management

Electronic machines and goods are put to optimum use. Any damages or reductions in capacity are set right by repairs. Disposals, when finally unavoidable, are done in an orderly manner that makes sure that they are recycled. Small electronic goods like discs, etc. are used by students in 'best-of-waste' schemes, for decoration etc.

7.2 Innovations

7.2.1 The Podar Mobile Application

The youth is becoming increasingly techno-savvy and the college believes that using technology, as a medium to communicate is a better option than older, conventional modes of communication. This is the age of smartphones and using the same smartly is the need of the hour. With this in mind the college has launched its own mobile application to best utilize the modern and clean mode of communicating information to the students. The application requires the user to register as a student, teacher or a parent. The information is segregated on the basis of the user improving efficiency and ensuring smoother communication of data. A student can access information such as notices on exams, defaulters' lists or for admissions, sports meets, etc. The application also provides them with an option to view achievements of fellow students and the college, thus inspiring them too. The application is updated periodically and the user receives a notification of the same.

Academic innovation

There has been the introduction of **Bridge Courses** for students moving from HSC science and arts stream to commerce stream

Remedial teaching in communicative English was tried in an innovative manner. The students are asked to speak few sentences which are recorded by the faculty. After the course on communicative language the same student is asked to speak once again. The recording of the voice of the student pre and post the faculty intervention is brought to the notice of the teacher and taught. In this manner the student will be in a position to gauge their improvement by themselves.

Value Education

The college organizes a value education session on designated days during the week and it is kept open for the students to attend at their will.

Parent Teacher Interaction Meet.

The college believes in nurturing intellect and creating personalities. This is not possible unless the parents are aware about what their children do in college. Podar College holds a

special parent teacher interaction meet where the report card of each student is handed over to the student only if he comes along with his parent. These meets are an opportunity for two-way communication. They're not merely a stage for teachers to give parents' information on classroom performance but also **a place for parents to tell teachers things about their child.**

The college follows a system wherein each class has a class mentor and each mentor aims to develop such relations with the class that they are well aware about each student. These mentors talk to the parents about the students' strengths as well as weaknesses. They also draw the attention of the parent to areas that need improvement. Importance is given to extra-curricular activities too in the college life. Sometimes parents do not wholly realize the importance of extra-curricular and do not always appreciate their need. In such cases, these meets allow the mentors to clear this gap too.

Podar Family Day

Podar is one big family. The faculty members have developed a close bonding with each other. This bonding can be seen not only between students but also amongst the staff. They stand united with each other at all times. To celebrate this bonding there is a **Podar Family Day** where all staff members come out openly and present their hidden talents. Also the staff room club arranges for a special lunch, which is served to all the staff members. Moreover this serves as an icebreaker for newly recruited staff members.

➤ **Earn while you learn: Student Resource Centre**

In an attempt to achieve the aim of maintaining equality in society the college has undertaken an initiative where students facing financial problems at home are given a job in college office during vacations, or after the college time on request from the guardians. This not only provides them with monetary assistance and a sense of pride but also provides them with invaluable experience.

➤ **MONETA – A Financial Festival ‘THINK, INVEST, WIN’**

MONETA is a national level, financial markets festival organized by the students of R. A. Podar College. It is one of the largest financial markets festival organized by any undergraduate college in India.

The aim of MONETA, has been to impart financial knowledge and spread financial literacy to students across the country through stimulating competitions, interactive workshops and insightful seminars. The flagship event is the BULLRING, a mock stock-trading platform, in association with the National Stock Exchange, where students use live NSE software to conduct stock trading. Every year there are different themes for the festival, which are incorporated extensively in the Seminars, Workshops and Competition.

Under MONETA, is also conducted the Learn India campaign wherein the students try to impart financial literacy to the weaker sections of the society.

The name and logo are protected under the intellectual property rights. They could achieve this and they have patented the name and protected it till 2022. A commerce college obtaining patent rights has been seen as an innovative step by the competing colleges.

➤ **UTTUNG- Social Cause programme**

UTTUNG is a major outreach programme conceptualized and conducted by the NSS unit. It involves participation of the college in the neighborhood community settlements of under-privileged street children and the orphans. Students try to reach out to them and help them in a manner that an understanding of the problems and eventual inclusion of a so far excluded society is established. This year they could bring in street children as participants along with the competing colleges. They conducted sports events for these children. The kind of happiness seen in the faces of the toddlers who are orphaned will make anyone sensitive towards them.

➤ **Literary Circles, Public speaking skills - Holistic development.**

The institution has always worked towards keeping the linguistic barrier at bay because it believes in Unity in Diversity. It has developed many language forums like the English Literacy Circle, Gujarati Literary Circle, Marathi Literary Circle, Hindi Literary circle and also the Tamil Literary Circle. These forums conduct various competitions in the concerned languages amongst the students and teachers in order to develop the use of these languages.

The Speakers' Academy and the Group Discussion Cell aim at improving public-speaking skills and nurturing debating intellect and talent.

➤ **“Check the course”**

The BMS section during orientation calls for subject experts from the industry to understand the depth and breadth of the academic courses to be selected by students in the year to follow. Personalities like Mr. Sunil Nangare, Mr. Nayan Chandan etc have come to speak on subjects like Marketing, Finance and Human Resource Management. By this the college tries to continually evaluate and improve the courses keeping them in touch with the practical world.

➤ **MATHEMATRIX- A brainchild of a Commerce College**

MATHEMATRIX is an inter-college and inter-school mathematics festival. It is an innovative experiment in that it not only demonstrates concepts and important theories but also shows applications of mathematics in the real world. From the exhibition, games, quizzes, stalls to the very intellectual seminars and enjoyable **MATHE-MAGIC** show, every moment of this 3-day festival enlightens not only students from Podar but also from other schools and colleges. Students of different colleges and schools participate for the same. **MATHE-MANIA** is also held where students of different colleges and schools present on the topics based on mathematics provided beforehand.

Despite being a commerce college at its core, Podar through MATHEMATRIX exposes students to the beauty of the subject that is mathematics. A subject that is often a difficulty for students and not always loved by those studying commerce needs to be made accessible and more enjoyable than can be achieved in a classroom environment.

7.3 Best Practices

7.3.1 Best Practice I

1. Name of the Practice: Inclusive Learning: Learn India

2. Goal

In the complicated conditions of the current times, knowledge of basic financial concepts like banks, savings and investments is crucial. There is no human that does not do worse in the world for lack of such knowledge, understanding the same is paramount. Besides, there is no dearth of such information amongst the relatively better sections of the society. It is, ironically, the weaker sections of the society, those who most need such skills, who are found lacking in the same. It is the aim of the college to do its bit in bridging this gap and promote 'inclusive learning' in the society.

3. The Context

It is seen that the vicious circle of poverty closes in upon its victims very tightly. Education has seen to be an important cure to such ills, which however, unfortunately comes at a cost not always affordable to the poor and has failed to be inclusive. These costs, of course, are not always monetary in nature. Social constraints, spatial constraints, traditional issues also come in way of the propagation of such knowledge to those who need it. It has been seen while designing the program that it is more difficult for the intended beneficiaries to come to us than for us to reach them. In certain cases, it is noted that a lack of prior knowledge, which leads to the current problem, also makes it difficult for correcting it through formal channels. Accordingly it has been deemed fit to conduct the sessions in a language and a manner that is easily accessible and understandable.

4. Practice

According to the problems and principles laid down above, the entire Learn India program process has been planned out to firstly, reach out to the maximum number of beneficiaries possible, whether by asking them to visit the college where possible, or sending student volunteers to visit them where the former does not apply. The modules are prepared by the students themselves and are of a language and manner that is most easily accessible. The

modules are prepared in English, Hindi and Marathi. Every year, a team of students is identified to lead the initiative and plan out the course for the year under the guidance of a teacher. Then volunteers from across the college are asked to step forward. Students from Podar visit colleges and communities and impart knowledge to people in need of it. Students have visited various rural areas within Maharashtra such as Barhanpur and other villages dotted across the state and sometimes outside the state. The schools visited are usually those where the medium of instruction is vernacular. The books printed are complete with illustrations. Such supplementary material has been found useful together with the efforts of the students.

What is unique about this practice propagated by R. A. Podar College is that instead of trying to hand-out people a degree or a certificate, it aims at inculcating in them a more fundamental understanding, which though never seen on paper, will go miles towards helping them in the real world. Learn India, instead of teaching its beneficiaries everything, aims at providing specific and specialized knowledge in the hopes that it may lead to better understanding on parts of the program's students and more quality efforts on the part of the volunteers. Learn India has across the five years visited a number of schools (more than 25 in 2015 alone) and benefitted hundreds. In 2013, a session was conducted in the college premises for taxi-drivers. Such out-of-the-usual sessions have been a vital part of Learn India's vision for inclusive learning for all.

The areas covered are mostly rural or on the margins of society. Schools targeted are small ones with not many teachers and too many students.

On the other hand, the specific nature of the activity also provides certain clear limitations and constraints. It is not possible to expand the minds of the people we cater to in any other horizons. Besides, there exists the sheer physical constraint of the number of students that can be working towards the practice and the extent of geographical area that can be covered.

5. Evidence of Success

Every year, a certain tentative target about how many people should be reached is set and reviewed at the end. Beginning last year, there has been a practice of obtaining from the principals of schools where such sessions are conducted their feedback on the same. The same has been overwhelmingly positive and appreciative of the work taken up by Podar

College. Such results show that the idea that the community needs such specific services rendered by students is correct and that there is further scope for expanding such operations and thus almost creating a parallel informal channel of education to supplement the existing formal one.

6. Problems encountered and Resources Required

The problems of Learn India are largely physical. Since the operation is mostly in the hands of the college's student's expenses are kept to a minimum and travelling fares, when occasioned due to outstation visits are the only major expense. The constraints that do affect Learn India is that at a time there are only so many people that can be visited and that there are still many, other than school children who could benefit from the activities but remain beyond reach due to social seclusion, amongst other reasons. This only underlines the gravity of the problem that the practice aims to address.

7. Notes

It has been noticed that it is better to allow a student body to form their own content for the module as it would be based more on what students themselves practicing the activities they are to teach face. Reliance on practical facts rather than bookish theory goes a long way towards improving the accessibility of the program. If an institution were to adopt the same, it is advisable to form a nexus of institutions and working on the synergy thus created.

Best Practice II

1. Name of the Practice

Peer-Learning: Extending Knowledge, Widening Horizons

2. Goal

The Goal of this practice is to create synergies amongst the 'knowledge banks' that every person carries that every person becomes an access point in a much larger database of knowledge. It is also to improve and broaden the minds of every one and cultivate a spirit of co-operation and mutual respect amongst the faculty and within the students. The Knowledge Exchange Programme (KEP) aims at making it possible for people to learn out of the experience of others and ease the perennial process of learning for everyone.

3. The Context

Humankind in its evolution from primitive states has amassed for itself a vast treasury of knowledge the extent of which is so diverse and widespread that for any human to aspire to assimilate even a very small fraction of it on his or her own is nothing short of a farce. The very complexity of modern life complemented with the complexity of the nature of human knowledge makes such a quest impossible. This makes it even more relevant for people who have specialized in particular branches of knowledge and human skill to share it with others. While self-study is very rewarding it is also without exception time consuming. When a person with expertise in a field sets about to explain the same he starts with experience and understanding that the absolute beginner lacks and thus eases the process of assimilating new information for the learner. It is with this in mind that the practice has been framed.

4. Practice

According to the context laid down above, Podar College encourages a network that allows continuous and voluminous exchange of knowledge, information and skill amongst the faculty and within the students. This practice helps achieve both practical results and the pure and noble objective of broadening one's mind.

It is common for such exchanges to happen within the teachers for the more mature goal of learning more for the sheer sake of learning. Thus economics professors explaining theories to other faculty members or professors from the commerce department speaking about conditions in the financial world or the mathematics department elaborating on the use of mathematical tools and techniques across various fields is a common and well-established

practice in Podar. Such networks are intra-department or inter-department and lead to a growth of inter-disciplinary knowledge that creates a rich and intense academic culture that through the medium of the teachers also flows to the students. Podar also takes the idea beyond the college and conducts ‘peer-learning’ sessions for cluster colleges. Examples of such sessions include the ‘Know Your Economy’ session conducted by the Economics Department and sessions on Etiquettes and Communication conducted by the English Department.

A replication of the same idea on a student level is the ‘Buddy programme’ wherein a student who is very good in academics is assigned a weaker student in the hopes that while helping the latter the former would not only improve his grades but also leave something of his learning process and thinking attitude on the learner. Podar believes that every student is a potential teacher and admits that they have an advantage of freer communication and more immediate ties with each other. Following this the buddy programme creates more practical synergies aimed primarily at helping weaker students doing better in exams but also a culture of learning by students of different kinds meeting and creating a greater and wider consciousness towards the love of wisdom. Philosophy is the love of wisdom and at Podar the wish is to inculcate amongst all students this same love where wisdom eventually becomes not just a means of taking bread home but an activity as natural to the human as breathing and, if possible, as essential. Podar affirms Voltaire’s view that “we must think for ourselves and allow others the privilege to do so”. The buddy programme facilitates the same by telling students to think and teaching others how to do so.

5. Evidence of Success

The Knowledge Exchange Programme (KEP) has been a successful initiative and its effects go well beyond the domain of that which can be expressed on paper and put into statistics. Faculty members at Podar through this gradual process slowly become well-versed with other subjects and create an environment of mutual respect and understanding that exonerates the status of purity that an educational institution should have.

The Buddy Programme currently has about 50 students it is helping formally besides the informal ties and syndicates that it creates. The results are not just seen in the students’ results but also in the more rounded personalities that it ends up creating.

6. Problems encountered and Resources Required

Unlike various other practices followed by the institution the Knowledge Exchange Programme (KEP) is unique in that it requires practically no resources other than the sheer will and spirit of helping each other and sharing the vast treasure that is human knowledge. No teacher or students charges any fee nor does the programme require any material resources. The only problem encountered by the programme, if they can be called so, rears its head when issues out of the disciplines of any of the faculty members arise. But this stems from the already commented upon vastness of information that humankind has generated and at such times external help can always be applied for and is willingly supplied by others outside the college.

7. Notes

One of the most important features of such a programme is the underlying freedom and respect for everyone's opinion. It is a very democratic process and any amount of control or stifling pressure defiles its purity and efficiency. Hence, the college recommends that if such a pattern were to be implemented by any other college it must be supplemented by an environment where everyone has the opportunity of voicing their opinions and a corresponding willingness to hear the same. Constructive Criticism is a very crucial mechanism on both, the faculty and student levels of the programme and feedback is an important element which helps making this honorable practice better and more helpful.

Evaluative Report of the Departments

Evaluative Report of the Departments

1. Name of the department: Single Faculty College
2. Year of Establishment: 1941
3. Names of Programmes/Courses offered

<p>Undergraduate Programmes</p> <ul style="list-style-type: none"> • B.Com in Accountancy- three year graduate programme • B.Com in Management- three year graduate programme • B.M.S. (Bachelor of Management Studies)- three year graduate programme
<p>Postgraduate Programme</p> <ul style="list-style-type: none"> • M.Com. in Accountancy - two year postgraduate programme • M.Com. in Management - two year postgraduate programme
<p>Ph.D.</p> <ul style="list-style-type: none"> • Accountancy • Banking & Finance • Commerce
<p>D.M.S. (Diploma in Management Studies)- two year P.G. programme</p>

4. Names of Interdisciplinary courses and the departments/units involved
 - Foundation course: Economics and EVS department and Industrial Psychology
5. Annual/semester/choice based credit system (programme-wise)

Sr. No	Programme	
1	B.Com in Accountancy	CBSGS
2	B.Com in Management	CBSGS
3	M.Com in Accountancy	CBSGS
4	M.Com in Management	CBSGS
5	BMS	CBSGS
6	DMS	Semester
7	Ph.D.	Annual

6. Participation of the department in the courses offered by other departments
B.Com Faculty engage lectures in BMS Department and M.Com programmes
7. Courses in collaboration with other universities, industries, foreign institutions, etc.

- SAP (System Analysis and Program Development) in association with SAP, India
 - PASCH programme with Goethe Institut
8. Details of courses/ programmes discontinued (if any) with reasons
NA
9. Number of Teaching posts (2014-15)

	Sanctioned	Filled
Professors	----	----
Associate Professors*	08	08
Asst. Professors	26	11

*Associate Professor Posts are not sanctioned but elevated through Career advancement Scheme (CAS) as designed by UGC regulations from time to time.

10. Faculty profile with name, qualification, designation, specialization (2014-15)

Sr. no	Name	Qualification	Designation	Specialization	No. of Years of Exp.	No. of Ph.D. Students Guided for the last 4yrs.
1	Dr. Mrs. Shobana Vasudevan	Ph.D. M.com	Principal	Commerce	35 **	05
2	Dr. Mrs. Amitha Sehgal	Ph.D. M.com	Asso. Professor	Commerce	33	
3	Ms. Tejashree P. Patankar	M.com MBA	Asst. Professor	Commerce	12	
4	Dr. Ms. Vinita K. Pimpale	Ph.D. M.com	Asst. Professor*	Commerce	20	
5	Ms. Karishma M. Khadiwala	M.Com	Asst. Professor	Commerce	04	
6	Mr. Prakash B. Patkar (expired, July 2015)	MSc	Asso. Professor	Statistics	33	
7	Mr. Natarajan Seshadri	M.Sc. M.Phil.	Asso. Professor	Computer Science	29	
8	Ms. Manjusha R. Sawant	M.Sc.	Asso. Professor	Statistics	28	
9	Mr. Asif K. Shaikh	M.Sc.	Asst. Professor	Mathematics	04	
10	Ms. Kavita S. Jajoo	M.A	Asso. Professor	Industrial Psychology	28	
11	Ms. Sudarshana Saikia	M.A.	Asst. Professor	Business Economics	08	
12	Mr. Ashok Dingreja	M.com, CA, CS.	Asst. Professor*	Accountancy	29	
13	Dr. CA. Pradeep D. Kamthekar	Ph.D. M.com	Asst. Professor*	Accountancy	20	

14	Mr. Suryakant S. Pagare	M.com LLB	Asst. Professor	Accountancy	11	
15	Ms. Sunita A. Rai	M.com M.Phil.	Asst. Professor	Accountancy	04	
16	Ms. Vrushali V. Kaneri Bhosale	M.A	Asst. Professor	English	05	
17	Mr. Kapildeo N. Undirwade	M.Sc.	Asst. Professor	Environmental studies	09	
18	Ms. Pradnya P. Nadkarni	M.Sc.	Asst. Professor	Environmental studies	04	
19	Mr. Santosh U. Patil	MA	Librarian	Library Science	11	
20	Ms. Sanika Shengale	M.com	Asst. Professor	Commerce	01	
21	Mr. Hemant Solanki	MBA	CHB Lecturer	Operational research	01	
22	Ms. Kavitha P. Nadar	M.com	Asst. Professor	Accountancy	01	
23	Ms. Jalpa Dave	M.com	Asst. Professor	Accountancy	01	
24	Ms. Malini Roy Seth	M.A	Asst. Professor	Business Economics	01	
25	Ms. Priyanka Kathe	MA	Asst. Professor	English	01	
26	Mr. Anil Dislay	M.Sc.	Asst. Professor	Mathematics	01	
27	Ms. Anusuya Yadav	M.com LLB	Asst. Professor	Business law	01	
28	Ms. Asmita Gupta	CA LLB	Asst. Professor	Business law	01	
29	Ms. Sharada K.Kumar	M.A	Asst. Professor	English	01	
30	Ms. Pradhnya N. Wankhade	M.Sc. M.Phil.	Asst. Professor	Computer Science	01	
31	Ms. Aarti K. Singh	M.A	Asst. Professor	Business Economics	01	
32	Ms. Jyoti Kamat	M.com, CA	Asst. Professor	Accountancy	01	
33	Mr. Satsheel Redekar	CA	Asst. Professor	Accountancy	01	
34	Ms. Pradhyna Deokar	M.A	Asst. Professor	Business Economics	01	

Source: College Office

* To be revised

** 31 years in the present Institution

11. List of senior visiting faculty:

- CA Nitin Jani
- CA Dhiren Kanabar
- CA Meher Danatra
- Dr. Saraswathi Moorty

- Dr. B.B. Kamble
- Ms. Sabiha Sheikh
- Mr. S. G. Bhide

12. Percentage of lectures delivered and practical classes handled (programme-wise) by temporary faculty

Accountancy	35.48%
Business Economics	64.70%
Business Law	100%
Commerce & Management	10.63%
English	66.10%
Environmental studies	NIL
Industrial Psychology	NIL
Mathematics Statistics and Computer Science	36.84%

13. Student-Teacher Ratio (programme wise)

Level	Student Strength	Number of Teachers	Student-Teacher Ratio
Undergraduate:			
B.Com	2361	34	69:1
BMS	350	10	35:1
Postgraduate:			
M.Com	282	08	35:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled

	Sanctioned	Filled
Registrar	1	0
Accountant	1	1
Stenographer	1	1
Assistant Librarian	1	0
Head Clerk	1	0
Sr. Clerk	3	1
Jr. Clerk	7	5
Peon	13	12
Lib. Clerk	4	2
Lib. Attendant	12	11
Technical Support	1 (Sanctioned By Management)	1

15. Qualifications of teaching faculty with DSC/D.Litt. /Ph.D. /MPhil/PG.

Qualification	No. of Faculty			
	Permanent	Temporary	Visiting	Total
DSC	-	-	-	-
D.Litt	-	-	-	-
Ph.D	04	-	02	06
M.Phil	03	01	-	04
P.G	12	14	19	45
Total	19	15	21	55

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received

Year	Name of Faculty	Title of Project	Name of Funding Agency	Grant Received (Rs.)	Status (Minor/Major)
2015-16	Dr. Amitha Sehgal	Urban financial Inclusion with specific reference to self employed	UGC	75,000/-*	Minor
	Ms. Tejashree Patankar	A study on procedure for registration regional specialities under the Geographical Indicators (GI)	UGC	95,000/-*	Minor
2015-17	Mrs. Kavita Jajoo	A Psychological Perspective on Investment in Ponzi Scheme	P.J. Foundation BSE	2,00,000/-	Consultancy

*Sanctioned, yet to be disbursed.

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: NA
18. Research Centre/facility recognized by the University
- a) Ph.D. in Banking and Finance recognized by University of Mumbai dt. 9th Oct 2015 (Letter no. Th./ICD/2015-16/5128)
- b) Ph.D. in Accountancy recognized by University of Mumbai dt. 9th Oct 2015 (Letter no. Th./ICD/2015-16/5147)
- c) Ph.D. in Commerce (Business Policy and Administration) recognized by University of Mumbai dt. 9th Oct 2015 (Letter no. Th./ICD/2015-16/5148)

19. Publications:

Paper Publications of Faculty Members:

Sr. No	Publications				
	Name of the Faculty	National	International	Conference Proceedings	Total
1	Dr. Pradeep D. Kamthekar	4	3	1	8
2	Mr. Suryakant Pagare		1		1
3	Ms. Sunita Rai		1	5	6
4	Dr. Shobana Vasudevan		2	6	8
5	Dr. Amitha Sehgal			2	2
6	Ms. Tejashree Patankar	1	1		2
7	Dr. Vinita Pimpale	2	4	8	14
8	Ms. Karishma Khadiwala		1	3	4
9	Mr. S. Natarajan			2	2
10	Mr. Kapildeo Undirwade		1	5	6
11	Ms. Sudarshana Saikia			3	3
12	Ms. Kavita Jajoo			1	1
13	Ms. Vrushali Kaneri	2	1	5	8
14	Mr. Santosh U. Patil			2	2

Details of books published by the faculty members

Author	Title	Publisher	Year
Dr. Amitha Sehgal	Corporate Governance of Commercial Banks in India- Effect of Internal Governance Mechanism on Banks' Valuation and Risk	Himalaya Publishing House; ISBN-9789352028566	2014-15
Ms. Usha Rao	Business Environment	Thakur Publications ISBN 978-93-5163-338	2014-15
Ms. Usha Rao	Principles of Marketing	Thakur Publications ISBN 978-93-5163-504	2014-15
Ms. Tejashree Patankar	Marketing Management	International Book House Pvt. Ltd. ISBN 9789381335376	2013-14
Ms. Karishma Khadiwala	Business Aspects In Banking and Insurance	Sheth Publications	2013-14
Dr. Shobana	Quality Enhancement Measures in	Excel India	2012-13

Vasudevan	Higher Educational Institutions – Conference Proceedings	Publishers	
Dr. Shobana Vasudevan	Suitability of Business correspondent model for financial inclusion in urban slums in Mumbai.	IIBF	2012-13
Mr. Suryakant Pagare (Co-author)	Accountancy & Financial Management (S.Y.B. Com Textbook)	Himalaya Publications; ISBN: 978-93-5051-978-3	2012-13

Name of the faculty: Dr. CA Pradeep Kamthekar

Details of papers published:

Sr. No	Title of the paper	Name of the Journal/Conference Proceedings	ISSN No./ ISBN No.	Year
1	Comparative Study of Management efficiency within the Industry : Evidence from Indian Consumer Products Industry	Journal of Management Outlook	2231-1769	2014-15
2	Comparative Study of Liquidity & Profitability within the Company & Industry: evidence from Indian textile industry	International Conference on Indian Calling	978-93-83042-70-5	2014-15
3	Comparative Study of Management efficiency of the Leading Companies of the Indian Industry	Tactful Management Research Journal	2319-7935	2014-15
4	Comparative Study of Liquidity & Profitability within the Company & Industry: evidence from Indian tea industry	Tactful Management Research Journal	2319-7935	2014-15
5	Communicative Accountancy – A Realistic Approach	Tactful Management Research Journal	2319-7935	2014-15
6	Comparative Study of Liquidity & Profitability within the Company & Industry: evidence from Indian Sugar industry	Special Issue of International Scholarly Research Journal for Interdisciplinary Studies	2319-4766	2014-15
7	Comparative Study of Management efficiency of the Leading Companies of the Oil Industry	Special Issue of International Scholarly Research	2319-4766	2014-15

		Journal for Interdisciplinary Studies		
8	Accountability in Advertising w.r.t TV Commercial	Special Issue of International Scholarly Research Journal for Interdisciplinary Studies	2319-4766	2014-15

Details of paper presented/ resource person/session chairing:

Sr. No.	Title of the Paper presented	Title of Conference / Seminar	Date of the event	Organized by	Level
1	Comparative Study of Liquidity & Profitability within the Company & Industry: evidence from Indian Sugar industry	A tool for Socio Economic Development	24 th and 25 th April, 2015	Laxmichand Golwala College , Ramanand DAV College, Tibrewala Uni., Uni of Mumbai	International
2	Comparative Study of Management efficiency of the Leading Companies of the Oil Industry	A tool for Socio Economic Development	24 th and 25 th April, 2015	Laxmichand Golwala College , Ramanand DAV College, Tibrewala Uni., Uni of Mumbai	International
3	Accountability in Advertising w.r.t TV Commercial	A tool for Socio Economic Development	24 th and 25 th April, 2015	Laxmichand Golwala College , Ramanand DAV College, Tibrewala Uni., Uni of Mumbai	International
4	Comparative Study of Management efficiency of the Leading Companies of the Indian	Skill Development : The Key to Economic	07 th March, 2015	Ramanand Arya D.A.V College	International

	Industry	Prosperity			
5	Comparative Study of Liquidity & Profitability within the Company & Industry: evidence from Indian tea industry	Skill Development : The Key to Economic Prosperity	07 th March, 2015	Ramanand Arya D.A.V College	International
6	Communicative Accountancy – A Realistic Approach	Skill Development : The Key to Economic Prosperity	07 th March, 2015	Ramanand Arya D.A.V College	International
7	Comparative Study of Liquidity & Profitability within the Company & Industry: evidence from Indian cement industry		13 th Feb, 2015	DSPM'S K.V. Pendharkar College, Dombivali	National
8	Financial Inclusion :A reality or a myth		5 th Feb, 2015	Pragati College of Arts & Commerce, Dombivali	National
9	Comparative Study of Liquidity & Profitability within the Company & Industry: evidence from Indian textile industry		20 th Feb, 2015	D.T.S.S College of Commerce & Mumbai University	International
10	Significance of determinants of financial structure within the industry: evidence from Indian Computers Software's Companies		28 th and 29 th Sept, 2013		
11	Performance Based Appraisal System (PBAS) (Resource Person)	Workshop	06 th August, 2013	Lala Lajpatrai College of Commerce & Economics, Mahalaxmi	State
12	Techniques of Formulating & Writing A Research Project	Seminar	20 th Jan, 2013	Changu Khana Thakur Arts,	State

				Commerce & Science College	
13	Revised Schedule VI incorporated in T.Y.B.Com	Workshop on revised syllabus of T.Y.B.Com (Resource Person)	25 th August, 2012	Changu Khana Thakur Arts, Commerce & Science College	State
14	Revised Schedule VI of The Companies Act, 1956 with special reference to T.Y.B.Com	Workshop on revised syllabus of T.Y.B.Com (Resource Person)	14 th July, 2013	Ghanshyamdas Saraf College of Arts, Commerce & Science, Malad	State
15	Analysis of Financial Structure of Airline Companies in India		28 th and 29 th Jan, 2013	Changu Khana Thakur Arts, Commerce & Science College	National

Name of the Faculty: Suryakant Pagare

Details of Papers published:

Sl. No	Title of the paper	Name of the Journal/Conference Proceedings	ISSN No./ ISBN No.	Year
1	The Role of OMD Program in Team Building	Global Journal of Management Applications, Research Cell, Sir M Visvesvaraya Institute of Management Studies and Research, Volume II - No. (2), April – June, 2012	2249 - 345X	2011-12

Details of Paper presented:

Sr. No	Title of the Paper Presented	Title of Conference/ Seminar	Date of the Event	Organized by	Level
1	Intrapreneurship: Innovation from within	Two Day International Seminar on 'Emerging Trends in Entrepreneurship'	27-29 September 2012	MES College of Arts, Science & Commerce, Goa	International
2	Hurdles in the Developments of Dalit Entrepreneurs: A case study	One Day International Conference on 'Innovation and Entrepreneurship'	24 th November 2012	MES College of Arts, Science & Commerce, Goa	International

Name of the faculty: Ms. Sunita Rai

Details of Papers published:

Sl. No	Title of the paper	Name of the Journal/Conference Proceedings	ISSN No./ ISBN No.	Year
1	Status of Socio-economics Rights of women working in Unorganized sector in Mumbai District Pg. no. 154-160	International Conference on A Turbulent Voyage of Rights for Humanity	978-93-5142-130-6	2013-14
2	E-Tourism in India with reference to Small and Medium Enterprises Pg no. 74-78	Economic Reforms- "A Pathway to Golden Era"	978-93-5051-817-5	2012-13
3	Creative Methods of Teaching Accountancy- Its Impact Pg no. 49-53	Quality Enhancement Measures in Higher Educational Institutions	978-93-82062-56-1	2012-13
4	IFRS- Problems and Challenges in First Time Adoption	International Research & Review, Vol-I	2250-2556	2011-12
5	Role of Employment Schemes in Employment generation Pg no. 167-172	Changing Trends in Employment in India	978-81-921130-2-9	2011-12
6	Role of SEBI in Corporate Governance Pg no. 40-45	Emerging Issues in Corporate Governance	978-93-81361-87-0	2011-12

Details of Paper presented

Sr. No	Title of the Paper Presented	Title of Conference/ Seminar	Date of the Event	Organized by	Level
1	Status of Socio-economics Rights of women working in Unorganized sector in Mumbai District	A Turbulent Voyage of Rights for Humanity	5 th October , 2013	K.B College of Arts, Science and commerce	International Level
2	E-Tourism in India with reference to Small and Medium Enterprises	Economic Reforms- “A Pathway to Golden Era”	25 th August, 2012	K.B College of Arts, Science and commerce	National level
3	Role of SEBI in Corporate Governance	Emerging Issues in Corporate Governance	7 th and 8 th February, 2012	S.K.Somaiya College of Arts, Science and Commerce	National level
4	Challenges in First Time Adoption of IFRS	“IFRS- Opportunities & Challenges for India	3 rd Feb, 2012	Pragati College of Arts, Science and Commerce	National Level
5	Role of Employment Schemes in Employment generation	Changing Trends in Employment in India	6 th and 7 th January , 2012	Pragati College of Arts, Science and Commerce	National level

Name of the Faculty: Dr. Shobana Vasudevan

Details of papers published

Sl. No	Title of the paper	Name of the Journal/Conference Proceedings	Volume, ISSN No./ISBN No.	Year
1	Market Risk Management in Indian Scheduled Commercial Banks : A Regulatory perspective	International Scholarly Research Journal for Inter disciplinary research Journal (Impact factors value 4.889)	2319- 4766 Volume 1 2015	2014-15

2	Entrepreneurial opportunities and management Challenges	Chetana's RK institute of management and Institute of Management and Research		2014-15
3	FDI in Indian Banking Sector Issue and Options	Conference proceedings of International Conference on 'India Gallery – A World of Opportunities (Initiate, Integrate, Innovate), University of Mumbai		2014-15
4	FDI in Indian Banking Sector: Issues and Options"	Conference proceedings of DTSS College of Commerce and University of Mumbai	978-93-83072-70-5 Volume 2	2014-15
5	'Evolution of Social Banking in India: Accomplishments and Challenges"	Asia Pacific Journal of Marketing & Management Vol2, Jan 2013	2319-2836	2013-14
6	A study of Role of Public Sector Banks in Selective Credit in India	Sinhgad International Business Review	0974-0597	2013-14
7	'A study of Scope of widening Social Banking Initiative by Public Sector Banks in Pune' --	Conference proceedings of 'Emerging Global Strategies for Indian Industry"	978-81-910118-7-6	2013-14
8	Banking in India-the Priority Way	Conference proceedings at International Doctoral Conference'	978-81-910118-6-9	2012-13

Details of Paper presented/ Resource person

Sr. No.	Title of the Paper Presented/ Session chaired/Resource person	Title of Conference/ Seminar	Date of the Event	Organized by	level
1	'Investment Decision by Working Women in MMR – A Behavioural Analysis based on Demographic factors'		17 th October 2015.	K.P.B. Hinduja College of Commerce and ICSSK	National
2	“A tool for Socio-Economic Development”	Multi Disciplinary Research	24 th and 25 th April 2015,	L. Goliwala College, R.A. DAV College and University of Mumbai.	International
3	Venture Capital as a Catalyst for Entrepreneurial Development in India			Chetana's R. K Institute of Management and Research	National
4	Resource person: Revised Syllabus and Question paper of Business management Group'	Workshop on revised syllabus of Business Management	12 th June 2014	Tolani College of Commerce and University of Mumbai (BOS)	University
5	Banking in India- the Priority Way	International Doctoral Conference'	February 2013	Sinhgad Institute of Management in Association with University of Pune	International
6	Keynote address: 'India 2020 : A Superpower	India: A superpower	5 th October 2012	Ethiraj College for Women, Chennai	National
7	Keynote address on Building Asynchronous Learning Environment: opportunities and challenges	Building Asynchronous Learning Environment: opportunities and challenges	10 th March 2012	K.J Somaiya Comprehensive College of Education Teaching and Research	National

Name of the Faculty: Dr. Amitha Sehgal

Details of papers published:

Sl. No	Title of the paper	Name of the Journal/Conference Proceedings	ISSN No./ISBN No.	Year
1	A Study of the Effect of Bank Foreign Ownership on Bank Performance: Evidence from Commercial Banks in India	Foreign Direct Investment in India: Opportunities & Challenges, Patkar-Varde College	978-93-5142-452-9	2014-15
2	A Study of the Effect of Bank Ownership on Bank Performance: Evidence from Commercial Banks in India.	Managing Business in Turbulent Times, Jamnalal Bajaj Institute of Management Studies Department, University of Mumbai, 2013	978-93-82880-13-4	2013-14

Details of paper presented/Resource person:

Sr. No.	Title of the Paper Presented	Title of Conference/ Seminar	Date of the Event	Organized by	Level
1.	Investor Protection in India's Capital Market: A Case study of Cadbury's buy back of shares and protection of Minority shareholders	UGC sponsored one-day National Level Conference on "Development of Capital Market In India In Current Scenario: Challenges & Opportunities"	JANUARY 29 TH , 2014 AT VIKAS COLLEGE, MUMBAI.	Vikas College, Mumbai	National
2.	A Study of the Effect of Bank Foreign Ownership on Bank Performance: Evidence from Commercial Banks in India"	UGC sponsored Two-day National Level Conference on Foreign Direct Investment in India: Opportunities & Challenges	31 ST January, & 1 ST February, 2014	Patkar-Varde College, Mumbai	National

Name of the faculty: Tejashree Patankar

Details of papers published:

Sl. No	Title of the paper	Name of the Journal/Conference Proceedings	ISSN No./ ISBN No.	Year
1	A Study on consumers preference of gold loan in Mumbai Metro Region	Insight Management Review	2277-5676	2013-14
2	Trips: Case Study Regional Branding Of Kancheepuram Silk Under The Protection Of Geographical Indications	Global Journal Of Management Applications	2249-43x	2012-13

Details of paper presented:

Sr. No.	Title of the Paper Presented	Title of Conference/Seminar	Date of the Event	Organized by	Level
1	A Study on Consumer preference of gold loan in Mumbai metro region	National Seminar	26 th and 27 th September, 2014	-----	State-level
2	Handloom sector	International Seminar	30 th and 31 ST March 2012	UGC	International
3	Impact of terror attack on the women employment of diamond sector	International Commerce and Management Conference	23 rd and 24 th February 2012	UGC	International level

Name of the Faculty: Vinita Pimpale

Details of papers published:

Sl. No	Title of the paper	Name of the Journal/Conference Proceedings	ISSN No./ISBN No.	Year
1	A Study Of Various Employee Retention Strategies	Tactful management Research Journal	2319-7943	2014-15

	(ERS) Adopted By Indian And Multinational Companies			
2	Rajiv Gandhi Jeevandayee Arogya Yojana: access to universal health Insurance for BPL families?	Sustainable Regional development in India – Challenges and Opportunities Archers and Elevators Publishing House	978-93- 83241-74-3	2014-15
3	Rural Entrepreneurs hip an option for Inclusive growth	Gateway to National Prosperity	2277-5676	2014-15
4	Rural Health Insurance: case for Financial Inclusion- A study of Palghar Taluka, Maharashtra. Page Nos: 38- 47	Proceedings of ICSSR Sponsored Interdisciplinary One Day National Seminar on Financial Inclusion: A Step towards Inclusive Growth. Publisher: M.D.Publishers private Ltd. 2013	978-81- 925005-0-8	2013-14
5	Paternity leave and its significance	International Journal of Research, Vol 3, Issue 1, July- Dec, 2013 Pg 13	2231 - 6124	2013-14
6	A analytical study of Indigo: A low cost successful airline	The International Journal's: Research Journal of Social Science & Management - RJSSM	2251-1571	2013-14
7	Rural Development through information and communication technology: present scenario and its perspective.	Indian Conference-Abstracting Database (ICon-AD) , April 2013	978-93- 83072-08-8	2012-13
8	Legal Issues and controversies	“Women Development and Entrepreneurship” Sheth Publication Pvt Ltd	978-93- 82429-94-4	2012-13

	related to surrogacy in India			
9	An Introductory overview of Microfinance in India: An enquiry into future prospects	IRJC International Journal of Marketing, Financial Services and Management Research Vol.1 Issue 9	22773622	2012-13
10	Undergraduate Research as a pedagogical tool in Indian Higher Educational Institutions	Quality Enhancement Measures in Higher Educational Institutions. Excel India Publishers, New Delhi 2011	978-93-82062-56-1	2012-13
11	Telemedicine: A Boon to Rural India	Global Journal of Management Applications; Vol-II - No. (2)	2249 - 345X	2011-12
12	An Analytical case study of the enterprise risks in construction industry.	SFIMAR Research Review In association with University of Mumbai, Vol 7, Issue 1	0975-895X	2011-12
13	Opportunities and Challenges in retail with emphasis on Business Analytics.	Effect of Globalization on India's Services Sector: Opportunities & Challenges Shroff Publishers & Distributors pvt. Ltd.	13: 978-93-5023-618-5	2011-12
14	A Paradigm Shift in the Healthcare Industry.	'Reflection in Commerce & Management' All India Social Science Research Association, Mumbai, Excel India Publishers, New Delhi	978-93-81361-30-6	2011-12

Details of paper presented:

Sr. No	Title of the Paper Presented/ Session chaired/Resource person	Title of Conference/ Seminar	Date of the Event	Organized by	Level
1	Rural Entrepreneurship an option for Inclusive Growth	Gateways to National Prosperity	26 & 27 Sept 2014	Patuck Gala College of commerce and Management	State
2	Rural Health Insurance: case for Financial Inclusion- A study of Palghar Taluka, Maharashtra.	Financial Inclusion: A step towards growth	15 th July 2013	Maharshi Dayanand College of Arts, Science & Commerce, Parel Mumbai - 12	National
3	Chairperson	International Research & Thesis Conference- Pathh & Anveshi 2013 on India of my dreams at 2050.	8 th Feb '13.	St. Francis Institute of Management and Research	International
4	“Legal Issues and controversies related to surrogacy in India”	Women Development and Entrepreneurship	24th Nov, 2012	Law Department and CWDC of Tolani College of Commerce with University Women Development Cell (University of Mumbai)	National
5	Resource Person	Workshop on Minor Research Project : “Research process and how to submit the research report”	10 th April 2012	R. A. Podar College of Commerce & Economics	College
6	Opportunities	Effect of	27 th & 28 th	N M College of	National

	and Challenges in retail with emphasis on Business Analytics.	Globalization on India's Services Sector: Opportunities & Challenges.	Jan 2012.	Commerce & Economics.	
7	Green Business Initiatives with references to Vodafone.	Corporate Generosity for Social cause going the Philanthropic way.	20 th & 21 st Jan 2012	Smt. M.M.K College of Com. & Economics	National
8	A Paradigm Shift in the Healthcare Industry	Case Study & Recent Trends in Commerce & Management	6 th Aug, 2011	Sir M. Visvesvaraya Institute of Management Studies & Research, Wadala	International

Name of the Faculty: Karishma Khadiwala

Details of papers published:

Sl. No	Title of the paper	Name of the Journal/Conference Proceedings	ISSN No./ ISBN No.	Year
1	Accountability in Advertising w.r.t TV Commercial	Special Issue of International Scholarly Research Journal for Interdisciplinary Studies	2319-4766	2014-15
2	Status of Socio-economics Rights of women working in Unorganized sector in Mumbai District Pg. no. 154-160	International Conference on A Turbulent Voyage of Rights for Humanity	978-93-5142-130-6	2013-14
3	A study on impact of physical education on undergraduate students in college	Quality Enhancement Measures in Higher Educational Institutions	978-9 3-82062-56-1	2012-13
4	E-Tourism in India with special reference to Small and medium tourist Enterprise	Economic Reforms-"A Pathway to golden era."	978-93-5051-8175	2012-13

Details of paper presented:

Sr. No .	Title of the Paper Presented	Title of Conference/ Seminar	Date of the Event	Organized by	Level
1	Accountability in advertising with respect to TV Commercials	A tool for Socio Economic Development	24 th and 25 th April, 2015	Laxmichand Golwala College , Ramanand DAV College, Tibrewala Uni., Uni of Mumbai	International conference
2	E-Tourism in India with special reference to Small and medium tourist Enterprise	Economic Reforms-“A Pathway to golden era.”	25 th August, 2014	K.B College of Arts, Science and commerce	National
3	Status of Socio-economics Rights of women working in Unorganized sector in Mumbai District Pg. no. 154-160	International Conference on A Turbulent Voyage of Rights for Humanity	15 TH July,2013	K. B. College of Arts and Commerce for Women	International

Name of the faculty: Mr. S. Natarajan**Details of papers published:**

Sl. No	Title of the paper	Name of the Journal/Conference Proceedings	ISSN No./ ISBN No.	Year
1	Sustainable development in the district of Ratnagiri through energy from natural resources and solid waste	Proceedings of the ICSSR (W.R.C.) sponsored National Seminar on Sustainable Regional Development in India- Challenges and Opportunities.	978-93-83241-74-3	2014-15
2	Educational reforms in the current scenario- Mobile educational system	Proceedings of the U.G.C. sponsored National Seminar on Quality Enhancement Measures in Higher Educational Institutions. Publisher: Excel India Publishers. 2012.	978-93-82062-56-1	2012-13

Name of the faculty: Kapildeo Undirwade

Details of papers published:

Sr. No	Title of the paper	Name of the Journal/Conference Proceedings	ISSN No./ ISBN No.	Year
1	Sustainable Rural development by MSS In the Backward Districts of Vidarbha Region, Maharashtra: A Case Study of Anandwan.	Proceedings of the ICSSR (W.R.C.) sponsored National Seminar on Sustainable Regional Development in India- Challenges and Opportunities.	978-93-83241-74-3	2014-15
2	Environmental Health Hazards Due to Dumping of Toxic Chemicals in Water Bodies: A Case Study of Waldhuni River, Ulhasnagar.	Seminar Proceedings (Online Journal)		2014-15
3	Significance and the Role of Human Rights in Achieving Sustainable Development	Proceedings- UGC Sponsored National Conference (HRE-2015)	978-93-5149-192-7	2014-15
4	Inclusion and promotion of Environmental Ethics for Human Resource Development in Educational Institutions: A Novel Aspect.	Conference Proceedings	978-81-924451-0-6.	2012-13
5	Inclusion and promotion of Environmental Ethics for Human Resource Development in Educational Institutions: A Novel Aspect.	NAAC Sponsored National Conference on Human Development for Quality Enhancement in Educational Institutions: Perspectives and Prospects.	978-81-924451-0-6.	2012-13
6	Adopting New and Alternative Green Energy Sources: A Remedy For Current Energy Crises.	International Journal of Biological and Chemical Sciences.		2011-12

Details of paper presented:

Sr. No.	Title of the Paper Presented	Title of Conference/ Seminar	Date of the Event	Organized by	International/ Level
1	Vulnerability to Global Climate Change: A Cause of Forced Human	Two-day Interdisciplinary National Seminar on 'Migration & Development: Opportunities &	Mumbai 4 th & 5 th January, 2013	Ramniranjan Jhunjunwala College,	National

	Migration	Challenges'			
2	Threats and Impacts of Global Climate Change on Mangroves in India: An Appraisal.	International Symposium and XXII Annual Conference of Indian Association for Angiosperm Taxonomy on Innovative Prospects in Angiosperm Taxonomy (ISIPAT-2012)	October 28-30, 2012.	Department of Botany, Sant Gadge Baba Amravati University, Amravati.	International

Name of the faculty: Pradnya Nadkarni

Details of papers presented

Sr. No.	Title of the Paper Presented	Title of Conference/ Seminar	Date of the Event	Organized by	Level
1	Vulnerability to Global Climate Change: A Cause of Forced Human Migration	Two-day Interdisciplinary National Seminar on 'Migration & Development: Opportunities & Challenges'	Mumbai 4 th & 5 th January, 2013	Ramniranjan Jhunjhunwala College,	National

Name of the faculty: Sudarshana Saikia

Details of papers published:

Sl. No	Title of the paper	Name of the Journal/Conference Proceedings	ISSN No./ ISBN No.	Year
1	Rajiv Gandhi Arogya Yojana: access to universal health insurance for BPL families? Page Nos: 84-92	Proceedings of the ICSSR (W.R.C.) sponsored National Seminar on Sustainable Regional Development in India- Challenges and Opportunities. Publisher: 2015.	978-93-83241-74-3	2014-15

2	Rural Health Insurance: case for Financial Inclusion- A study of Palghar Taluka, Maharashtra. Page Nos: 38-47	Proceedings of ICSSR Sponsored Interdisciplinary One Day National Seminar on Financial Inclusion: A Step towards Inclusive Growth. Publisher: M.D.Publishers private Ltd. 2013	978-81-925005-0-8	2013-14
3	Under Graduate Research as a Pedagogical Tool in Indian Higher Educational Institutions	Proceedings of the U.G.C. sponsored National Seminar on Quality Enhancement Measures in Higher Educational Institutions. Publisher: Excel India Publishers. 2012. Page Nos: 23-29	978-93-82062-56-1	2012-13

Details of papers presented:

Sr. No.	Title of the Paper Presented	Title of Conference/Seminar	Date of the Event	Organized by	International/National/State/Regional/College/University level
1	Rural Health Insurance: case for Financial Inclusion- A study of Palghar Taluka, Maharashtra.	Financial Inclusion : A step towards growth	15 th July 2013	Maharshi Dayanand College of Arts, Science & Commerce, Parel Mumbai - 12	National
2	“Behavioral Economics – The Notion of Time Inconsistency”.	I.C.S.S.R. Regional Seminar on Psychonomics: Understanding the Psychology behind Financial Behaviour	M.D. College, Mumbai 6/2/2012-7/2/2012	I.C.S.S.R. & M.D. College of Arts, Science & Commerce	Regional

Name of the Faculty: Ms. Kavita Jajoo

Sr. No	Title of the paper	Name of the Journal/Conference Proceedings	ISSN No./ ISBN No.	Year
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1	Work-life conflicts amongst women employees.	Proceedings of Vision India: The Road Ahead	978-81-930826-0-7	2014-15
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Details of papers presented:

Sr. No.	Title of the Paper Presented	Title of Conference/ Seminar	Date of the Event	Organized by	Level
1.	Work-life conflicts amongst women employees.	Vision India: The Road Ahead	27/1/2015	Valia College	National

Name of Faculty: Vrushali Kaneri

Details of papers published:

Sr. No	Title of the paper	Name of the Journal/Conference Proceedings	ISSN No./ ISBN No.	Year
1	Language Teaching For New Generation in Rural Areas	International Conference on Language, Literature and Community 2015	978-955-4543-26-3	2014-15
2	Questioning the Social Order : Marginalization of Women Characters in the plays of Vijay Tendulkar	Marginalization and the Politics of Identity : Issues and Challenges	978-81-930573-3-9	2014-15
3	Importance of VET and Training in Soft Skills	Rural India in 21 st Century	978-938-3072-69-9	2014-15
4	Communicative Accountancy : A Realistic Approach	Skill Development : The Key to Economics Prosperity	2319-7935 (print) and 2319-7943(online)	2014-15
5	Innovative Techniques: Key in Acquainting English Language.	Shodh Chetana	2454-1877	2014-15
6	Problem of teaching and learning communicative English in rural	Podar Prabodhan		2014-15

	Vidarbha region in Maharashtra			
7	Making Higher Education More Relevant and Practical	Quality Enhancement Measures in Higher Educational Institutions	978-93-82062-56-1	2012-13
8	Rural Development through Information and Communication Technology Present Scenario and Perspective.	Extension Education and Rural Communities	978-93-83072-08-8	2012-13

Details of paper presented:

Sr. No.	Title of the Paper Presented	Title of Conference/ Seminar	Date of the Event	Organized by	Level
1	Language Teaching For New Generation in Rural Areas	International Conference on Language, Literature and Community 2015	21 st & 22 nd February 2015	Jagadguru Kripalu University and Department of Communication Studies, Ithaca College, New York	International
2	Questioning the Social Order : Marginalization of Women Characters in the plays of Vijay Tendulkar	Marginalization and the Politics of Identity : Issues and Challenges	10 th February 2015	Kirti M. Doongursee College, Mumbai	National Conference
3.	Importance of VET and Training in Soft Skills	Rural India in 21 st Century	14 th January 2015	B.L.Amlani College of Commerce & Economics, M.R. Nathwani College of Arts, Vile Parle, Mumbai	International Conference
4.	Communicative Accountancy : A Realistic Approach	Skill Development : The Key to Economics Prosperity	7 th March 2015	Ramanand Arya D. A. V. College, Bhandup	International Conference

5.	Teaching English as a foreign language – a view point	Communicative language teaching – challenges and new dimensions	24/2/2012	Sree Narayana Guru college of Commerce, Chembur, Mumbai	National
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Name of the faculty: Librarian Santosh Patil

Details of papers published:

Sr. No	Title of the paper	Name of the Journal/Conference Proceedings	ISSN No./ ISBN No.	Year
1	Need For Library Collaborations in the Digital Environment	Conference proceedings of International Conference on Digitization and Beyond	978-1-62951-034-7	2013-14
2	Open Source Software Dilemma : Some critical issues and Challenges	Conference proceeding of Evolving library as a Learning Resource Centre : Challenges and New Horizon	978-93-83342-84-4	2013-14

Details of paper presented:

Sr. No.	Title of the Paper Presented/ Session chaired/Resource person	Title of Conference/ Seminar	Date of the Event	Organized by	Level
1	Enriching Library Collection: Need for e-resources development policy.	Relation of Librarians & Publishing Industry in the Digital Era.	8 th Dec.12	Anna Leela College of Commerce & Economics, Mumbai	State
2	Need for Library Collaboration in Digital Environment.	Conference	13 th Dec. 13	C.T. Bora College, Shirur, Pune	National
3	Role of Library in Academic institutions	Training program	30 th Dec.2012	Jhunjhunwala College, Ghatkopar	State level
4	Know your library and Library services	Library Staff training program	30 th Dec. 2013	Jhunjhunwala College, Ghatkopar, Mumbai	State level

20. Areas of consultancy and income generated (2014-15)

Year	Agency	Board Area	Consultancy fee Received.
2011-12	Dnyandeep College Khed	Accounting	15,115
2012-13	Dnyandeep College Khed	Accounting	1,500
2012-13	Therapeutic Drug Monitoring Laboratory	Statistical Analysis	10,000
2013-14	Dnyandeep College	Accounting	39,750
2013-14	Therapeutic Drug Monitoring Laboratory	Statistical Analysis	10,000
2014-15	Dnyandeep College Khed	Accounting	22,000
2014-15	BSE	Finance	5,00,000

*The revenue is shared as per norms

21. Faculty as members in

National Committees	
Prin. Dr. Mrs. Shobana Vasudevan	<ul style="list-style-type: none"> • Local Inquiry Committee member, University of Mumbai. • NAAC peer team member • Chairman sports selection committee at University of Mumbai • Member academic staff college University of Mumbai • Member of Mumbai Cricket Association • Member of Managing Council S P Mandali • Member Mahila Dakshyata Committee • Member Board of Studies • Member administrative board Sikhshan Prakashit Mandali • Member Advisory Board • Vice chancellor representative subject expert • Ph.D. thesis external referee SNDT university and Sastra University

Dr. CA Pradeep D. Kamthekar	<ul style="list-style-type: none"> • Local Inquiry Committee member, University of Mumbai. • Vice chancellor representative subject expert, University of Mumbai • Core committee member –CPE study circle of WRIC • Coordinator & team manager “Avishkar” Research Competition- Univ. of Mumbai • Member Maharashtra Chamber of Commerce & Agriculture & Industry. • Member Board of Studies: Banking & Finance- Univ. of Mumbai • Convener ‘Metamorphosis’ Univ. of Mumbai
Ms. Vrushali Kaneri Bhosale	<ul style="list-style-type: none"> • A member of the organizing committee for Youth Festival • Department of Student Welfare Univ. of Mumbai. (2013-16)
Mr. Asif Shaikh	<ul style="list-style-type: none"> • Observer National Entrance Screening Test CBS • Centre In charge Regional Mathematics Olympiad BP Pune
Mr. Santosh Patil	<ul style="list-style-type: none"> • Subject Expert in Library Information Science- Univ. Of Mumbai
Ms. Manjusha Sawant	<ul style="list-style-type: none"> • Core committee member for Forum for Autism • Local Inquiry Committee member, Univ. of Mumbai. (14-15) • Member Vigilance squad, University of Mumbai.
Ms Pradyana Nadkarni	<ul style="list-style-type: none"> • Member – Association of teachers for Biological Science
Dr. Vinita Pimpale	<ul style="list-style-type: none"> • Local Inquiry Committee member, University of Mumbai. • Vice Chancellor representative subject expert for commerce, University of Mumbai • Member of Syllabus framing committee in the subject of export marketing at T.Y. B.Com. University of Mumbai
Mr. Suryakant Pagare	<ul style="list-style-type: none"> • Member of Indian Commerce Association
Dr. Amitha Sehgal	<ul style="list-style-type: none"> • Hon’ Joint Secretary All India Bank Depositors Association • Founder Life Member Higher Education Forum
b) International Committees	
Dr. Vinita Pimpale	<ul style="list-style-type: none"> • Member, International association of Computer Science and Information technology. (Member NO.: 80340535)
c) Editorial Boards	
Prin. Dr. Mrs. Shobana Vasudevan	<ul style="list-style-type: none"> • Managing Editor ‘Podar Prabodhan-An International inter-disciplinary research journal’ (ISSN NO. 2454-6739)
Dr. Amitha Shegal	<ul style="list-style-type: none"> • Editor ‘Podar Prabodhan-An International inter-disciplinary research journal,
Ms. Kavita Jajoo	<ul style="list-style-type: none"> • Editorial Committee member ‘Podar Prabodhan-An International inter-disciplinary research journal,
Mr. Santosh Patil	<ul style="list-style-type: none"> • Editorial Committee member ‘Podar Prabodhan-An International inter-disciplinary research journal’
Mr. S. Natarajan	<ul style="list-style-type: none"> • Editorial Committee member ‘Podar Prabodhan-An International inter-disciplinary research journal’
Dr. Vinita Pimpale	<ul style="list-style-type: none"> • Editorial Committee member ‘Podar Prabodhan-An International inter-disciplinary research journal’ • Advisory Board PDFARDI Online Journal

Source: compiled from College and individuals records

22. Student projects

- a) Percentage of students who have done in-house projects including inter departmental/programme: **100%**
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: Almost 55% (more than 50% students have enrolled for CA articleships)

23. Awards/Recognitions received by faculty and students

The following is an indicative list of awards and recognitions won by the students of R.A. Podar College in academic, co-curricular and extra-curricular spheres arranged chronologically:

Year: 2011-12
Academics
<ol style="list-style-type: none">1. First Rank at the university– Ms. Sanika Gawade2. Second Rank at the university– Mr. Naitik Gupta3. Third Rank at the university– Ms. Vami Doshi4. Fourth Rank at the university– Ms. Isha Shah5. Fifth Rank at the university– Ms. Snehal Poojari6. Sixth Rank at the university– Ms. Isha Chaturvedi7. Sixth Rank at the university– Ms. Charmie Parekh8. Seventh Rank at the university– Ms. Tashwita Ghatpande9. Seventh Rank at the university– Ms. Geeta Krishna Kasturi10. Seventh Rank at the university– Ms. Ankita Maru11. Eighth Rank at the university– Ms. Sarayu Rajagopalan Sarita12. Ninth Rank at the university– Ms. Sneha Shah13. Tenth Rank at the university– Mr. Kaustubh Rane14. Highest Marks in M.Com university exams March 2012 in Business Management – Mr. Priyank Gala
Co-curriculars and Extra-curriculars
<ul style="list-style-type: none">• 1st Place at Inter-Collegiate DSO Mumbai City Athletic meet – Vishal Karalkar• 2nd Place in Shot Put and Long Jump and 3rd Place in 100mts Run at Inter-Collegiate DSO Mumbai City Athletic Meet – Mr. Girish Shenoy• 3rd Place at National U20 Chess Championship held at Goa – Mr. Rakesh Kulkarni• 1st Place in YOGA Competition at DSO Mumbai City Athletic Meet – Ms. Shweta Advilkar

- Best Team at Shastrarth – a state level debate competition organized by NMIMS
- Best Speaker at Shastrarth – a state level debate competition organized by NMIMS – Mr. Pranav Advani
- 2011 Mumbai Cycling Champion – Mr. Varun Kansara

2012-13

Academics

1. Fourth Rank in University at the TYBMS Annual Exams, March 2013 – Ms. Mehekka Oberai
2. Seventh Rank in University at the TYBMS Annual Exams, March 2013 – Ms. Devina Sharma
3. Best Research Paper, 20th International Economics Convention
4. Best Team Presentation Runners-up, 20th International Economics Convention
5. 1st Runners-up (overall), 20th International Economics Convention

Co-Curricular and Extra-Curricular

1. 1st place in Shot Put at Inter-Collegiate Athletic Meet, University of Mumbai – Ms. Sarah Vora
2. Gold Medal in Discus Throw at ITC National Athletic Meet, Pune – Ms. Sarah Vora
3. Gold Medal in Long Jump at State Athletic Meet Games, Pune – Mr. Girish Shenoy
4. 1st place in 100mts and 200mts run at Maharashtra State Athletic Meet, Jalna – Mr. Gaurang Ambre
5. 2nd place in Inter-Collegiate Badminton Individual Championship – Ms. Srishail Mitkari
6. Runners-up at Inter-Collegiate Girls Basketball tournament
7. Selected to Represent Mumbai University at West-zone and All-India international basketball tournament in Bhubaneshwar – Jeet Gada
8. 1st place in Zone-I at Inter-Collegiate Chess Team Championship
9. Joint 1st Place Jain FIDE All Maharashtra Chess Championship – Mr. Rakesh Kulkarni
10. Winners at the Inter-Collegiate Cricket Tournament
11. First at Indian Group Song, Youth Festival 2012-13 – Rachit Agarwal
12. First at Marathi Skit, Youth Festival 2012-13 – Mr. Vishal Bhagat
13. First at Indian Classical Light Vocal, Youth Festival 2012-13 – Ms. Pooja Gaitonde
14. First at Non-percussion, Youth Festival 2012-13 – Mr. Avadhoot Phadke
15. First at Classical Dance, Youth Festival 2012-13 – Ms. Mrudula Songire
16. First at Debate, Youth Festival 2012-13 – Mr. Pranav Advani and Mr. Zoheb Khan
17. First at Spot Photography, Youth Festival 2012-13 – Mr. Jigar Jain
18. First at Mimicry, Youth Festival 2012-13 – Mr. Vinay Jain
19. 1st at 48th Annual A. D. Shroff Memorial Elocution – Mr. Zoheb Khan

20. Represented India U-19 Cricket Team – Shreyas Iyer
2013-14
Academics
Best Team Presentation Runners-up, 21 st International Economics Convention, Mumbai
Co-Curricular and Extra-Curricular
<ol style="list-style-type: none"> 1. Selected to Represent Mumbai University at Kota (Gujarat) and All India Badminton tournaments held at Bhubaneshwar – Shrishail Mitkari 2. 4th Place at Inter-Collegiate DSO Mumbai City Athletic Meet Carrom – Mr. Jidnesh Sange 3. 1st place at Inter-Collegiate DSO Mumbai City Chess Competition – Mr. Mithil Ajgaonkar 4. Gold Medal at Inter-Collegiate DSO Mumbai City and Mumbai Divisional DSO Fencing Tournaments – Mr. Yashraj Nigade 5. Gold Medal at Shot Put and Discus Throw at Inter-University Krida Mahotsav Athletic Meet, Nashik – Ms. Sarah Vora 6. Selected to Represent Mumbai University and MCA for U25 Cricket Tournaments – Mr. Raunaq Sharma & Mr. Mayur Sanap 7. Selected to Represent India for U10 Asia Cup (Cricket) – Mr. Shreyas Iyer 8. Represented India in World School Games held at Brazil and secured 27th Rank – Ms. Jinita Katkar
2014-15
Academics
<ol style="list-style-type: none"> 1. Overall Winners at the 22nd International Economics Convention, Mumbai 2. Best Research paper, 22nd International Economics Convention, Mumbai 3. Best Team Presentation Runner-Up, 22nd International Economics Convention, Mumbai 4. First Prize at ‘Epsilon 2015’ All India Inter-College Research Paper presentation, February 2015, NMIMS, Mumbai – Mr. Amit Haldipur 5. Second Prize at ‘Epsilon 2015’ All India Inter-College Research Paper presentation, February 2015, NMIMS, Mumbai – Mr. Shashank Sah and Ms. Tanaya Deshpande 6. First Prize at Research Paper Presentation Competition organized by B. M. Ruia Girls College, Gamdevi – Ms. Megha Dewan
Co-Curricular and Extra-Curricular
<ol style="list-style-type: none"> 1. Gold Medal in 100mts run & 200mts run at Maharashtra State Athletic Meet – Mr. Gaurang Ambre 2. Gold Medal in 100mts run & 200mts run at Maharashtra State Inter-University Krida Mahotsav held at Aurangabad – Mr. Gaurnag Ambre 3. 1st Place in 200mts run at Inter-Collegiate Athletic Meet – Ms. Akshaya Iyer 4. 1st Place in Triple Jump at Inter-Collegiate DSO Mumbai City Athletic Meet – Mr. Prathamesh Ghogle 5. 1st Place in Discus Throw at Inter-Collegiate DSO Mumbai City Athletic Meet – Mr. Tushar Redkar

6. Senior College Girls Team was winner at Inter-Collegiate Basketball tournament.
7. Gold Medal at Inter-Collegiate DSO Mumbai City and Mumbai Division at Boxing – Mr. Shubhankar Sharma
8. 1st Place at Inter-Collegiate Team Chess Competition
9. Winners at Inter-Collegiate Cricket Tournament
10. Selected to Represent the Mumbai Cricket Association at Ranji Tournaments – Mr. Shreyas Iyer
11. Overall Dance Trophy, Youth Festival 2014-15
12. 1st Place in Light Vocals, Youth Festival 2014-15
13. 2nd Place in Western Group Song, Youth Festival 2014-15
14. 2nd Place in Western Solo, Youth Festival 2014-15
15. 1st Place in Classical Dance, Youth Festival 2014-15
16. 2nd Place in Folk Dance, Youth Festival 2014-15
17. 1st Place in Debate (Group B), Youth Festival 2014-15
18. 1st Place in One Act Play (Group C), Youth Festival 2014-15
19. 1st Place in Mono Acting (Group A), Youth Festival 2014-15
20. 1st Place in Poster Making, Youth Festival 2014-15
21. 1st Place in Rangoli, Youth Festival 2014-15
22. 2nd Place in Collage, Youth Festival 2014-15
23. 2nd Place in Cartooning, Youth Festival 2014-15
24. Winner of the 50th Annual A. D. Shroff Memorial Elocution – Mr. Shyam Datye
25. Sur Jyotsna National Music Award for outstanding upcoming talent– Ms. Pooja Gaitonde
26. MENAKA Trophy at the Youth Festival 2014-15 – Ms. Nikita Banawalikar

24. List of eminent academicians and scientists/visitors to the department (2011-15) Indicative list is mentioned below:

Academicians	
Name	Designation
Dr Rajan Welukar	Ex-Vice chancellor – University of Mumbai
Dr. Sanjay Deshmukh	Vice chancellor – University of Mumbai
Dr. Narendra Jadhav	Former Member- Planning Commission of India
Dr. Inder. K. Rana	Professor of Mathematics, IIT Mumbai
Poornima Raina	Department of Mathematics, Mumbai University
Dr. Narasimhan. R. Chari	Head of Department of Mathematics, D. J. Sanghvi College of Engineering
Parag Mahulikar	Dean and Senior Professor of Marketing at IES Management College and Research Centre
Dr. K Shanti	Director ASC University of Mumbai

Distinguished Guests	
Justice Shri Lahoti	Former Chief Justice , Supreme Court of India
Padmashri Bhawarlal Jain	Chairman 'Jain Irrigation'
Ms. Manju Ganeriwala	Deputy Secretary of Finance, Virginia State, USA
Mr. Gurudas Kamath	Member of Parliament
Mr. Shivji K. Vikamsey	Chartered Accountant
Mr. Venkatchary	Chairman MCX
Mr. Atul Nishar	Chairman Hexaware Ltd.
Mr. Kamlesh S. Vikamsey	Chartered Accountant
Mr. Farookh Engineer	Cricketer
Mr. Ravi Shastri	Cricketer
Mr. Dilip Vengasarkar	Cricketer
Ms. Chitra Ramakrishna	Managing Director, NSE
Dr. Nachiket Mor	Economist
Mr. Dharmesh Jain	Nirmal Lifestyle
Mr. Somasekhar Sundaresan	J Sagar Associates
Ms. Bombay Jayashree	Classical Singer
Dr. Subir Gokarn	Deputy Governor, RBI
Dr. Urjit Patel	Deputy Governor, RBI

25. Seminars/Conferences/Workshops organized & the source of funding

a) National

Sr. No.	Year	Name of the Seminar/Workshop/Conference	Funding Agency
1	2012-13	National Seminar on Quality Enhancement Measures in Higher Educational Institutions.	U.G.C.
2	2014-15	Ten Days Research Methodology Programme for Ph.D. students in Social Sciences	I.C.S.S.R. (Delhi)
3	2014-15	National Seminar on Sustainable Regional Development in India- Challenges and Opportunities	I.C.S.S.R. (WRC)

b) International: NIL

26. Student profile programme/ course-wise: (2014-15)

Name of the Course/programme	Applications received	Selected	Enrolled	
			Male	Female
B.Com	1517	809	340	469
BMS	1251	115	55	60
M.Com	350	157	63	94
Ph.D.	19	02	--	02

27. Diversity of Students: (2014-15)

Name of the Course	%of students from the same state	%of students from other States	%of students from abroad
B.Com	99% (801)	0.008% (07)	0.001% (01)
BMS	93% (107)	0.026% (03)	0.043% (05)
M.Com	100% (157)	--	--
Ph.D.	100% (02)	--	--

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? (2014-15)

NET/ SLET - 1.25%

Civil services - 006% (5 students). One of the students in the year 2013-14. Ms. Shruti Hankare, achieved 17th Rank all over India. Ms. Sarita Bale has been awarded JRF for her Phd. Programme.

29. Student progression

Student progression	Against % enrolled
UG to PG	45
PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
Employed <ul style="list-style-type: none"> • Campus selection • Other than campus recruitment 	60 % of the students registered for placements.
Entrepreneurship/Self-employment	NA

30. Details of Infrastructural facilities

Infrastructure facilities available in number with appropriate covered area in Sq. Ft.	63768.485Sq.Ft.
a) Class Room	Number: 27 Area: 16028.52349Sq.Ft.
b) Laboratories (Computer, Language)	Number: 03 Area: 948.634Sq.Ft.
c) Library	Number: 01 Area: 10912.473Sq.ft.
d) Others like:	
• Administrative Blocks	Number : 01 Area : 3315.661Sq.Ft.
• Principal office	Number : 01 Area : 985.834 Sq. Ft.
• Staff Room	Number : 01 Area : 1337.458Sq.ft
• Conference Room	Number : 01 Area: 636.1056Sq.ft
• Common Room	Number : 01 Area : 593.252Sq.Ft.
• Canteen	Number : 01 Area : 755.626Sq.Ft.
• Sports Facilities (Outdoor and Indoor)	695.779Sq.Ft.(Indoor), 11194.466Sq.Ft.(Outdoor)
• Auditorium	Number : 01 Area : 4095.075Sq.Ft.
• Tutorial Room	Number : 03 Area : 1256.051Sq.Ft.
• Seminar Hall	Number : 01 Area : 501.652Sq.Ft
• Toilet Facility	Number : 77 Area : 1705.024Sq.Ft.
• Corridors	Number : 04 Area : 6484.717Sq.Ft.
• Common Area	1090.308Sq.Ft
e) Total (Building) covered area in Sq.Ft.	67801.527 Sq Ft.

31. Number of students receiving financial assistance from college, university, Government or other agencies

Academic Year	Financial Assistance from	Number of Students
2011-12	Government/ University	1398
	College /ANGC	09
2012-13	Government/ University	1638
	College /ANGC	25
2013-14	Government/ University	1814
	College /ANGC	40
2014-15	Government/ University	1944
	College /ANGC	27

Source: Information from College Office

32. Details on student enrichment programmes (special lectures /workshops/seminar) with external experts:

Indicative list of student enrichment programmes initiated during 2011-12 to 2014-15

Date	Event/Lecture topic	External Expert
8 th July 2011	'Women at power: A Journey towards success'	Mrs. Manju Ganeriwala, Deputy Secretary of Finance, Virginia State, USA
30 th July 2011	Workshop on 'Basics of Photography'	Mr Anand Nagwekar, Photographer
3 th August 2011	Lecture on Financial Inclusion of Urban Working Women in the Unorganized Sector	Ms.Renuka Anantharaman, Branch Manager of Bank of Maharashtra
3 rd September 2011	Guest Lecture on "International Trade With Indian Perspective"	Mr.Jyotindra R. Shah, President of Seven Seas Enterprise
8 th -11 th December 2011	Lecture on Private Equity And Venture capital	Mr. R Laxman, Director, Kotak Private Equity
8 th -11 th December 2011	Lecture on Financial Markets in India	Mr Nitin Rakesh, Managing Director & Chief Executive Officer, Motilal Oswal Asset Management Company Ltd.
8 th -11 th	Lecture on Wealth Management	Mr. A. V. Srikanth,

December 2011		Director, Anand Rathi
8 th -11 th December 2011	Lecture on Private Equity and Venture Capital	Mr. Manish Modi, Senior Vice President, Intellivate Capital
8 th -11 th December 2011	Lecture on Real Estate Markets in India	Mr. Keyur Shah, CFO, HDFC Property Ventures
8 th -11 th December 2011	Lecture on Equity Markets in India	Mr. Nilesh Shah, President, Axis Bank
8 th -11 th December 2011	Lecture on Financial Markets in India	Mr. Nirmal Jain, Founder, India Infoline Ltd.
8 th -11 th December 2011	Lecture on Real Estate Markets in India	Mr. Anuj Puri, Chairman & Country Head, Jones Lang LaSalle Meghraj
8 th -11 th December 2011	Lecture on Equity Markets in India	Mr. S.P. Tulsian, CEO, Premium Investments
8 th -11 th December 2011	Panel discussion on Risk Management and Value Investing	Mr. Gaurav Arora, Vice President, India Infoline, Mr. Shuja Siddiqui, Head – Wealth Management, Motilal Oswal Asset Management Company Ltd.
8 th -11 th December 2011	Conclave: Lectures on “Beyond Finance”	Ms. Shaheen Mistri, Founder, Akanksha Foundation, Ms. Devita Saraf, CEO, VU Technologies, Mr. Arvind Talekar
7 th -10 th December 2012	The Euro Zone Debt Crisis and its impact on the Indian Economy	Mr. Dhamakirti Joshi, Chief Economist, CRISIL; Dr. Shubhada Rao, Chief Economist, Yes Bank; Mr. Indranil Sengupta, Chief Economist, Bank of America-Merril Lynch
7 th -10 th December 2012	Life Insurance Sector – Yesterday, Today and Tomorrow	Mr. Pravin Kutumbe, Executive Director, Life Insurance Corporation of India

7 th -10 th December 2012	Mythology and Business	Swami Swatmananda, Acharya Chinmay Mission
7 th -10 th December 2012	Entrepreneurship in Knowledge Economy	Mr. Deepak Ghasais, Gencoval Strategies Ltd
7 th -10 th December 2012	Journey of a Woman Entrepreneur	Dr. Deepa Bhajekar, Managing Director, MicroChem Silliker Pvt. Ltd.
July 2013	Career as a Company Secretary	Shri. Ananthasubramaniam
10 th August 2013	Basic Photography Workshop	Mr. Anand Nagwekar
6 th -9 th December 2013	Falling Rupee, Rising Inflation	Dr. Narendra Jadhav, Planning Commission of India & National Economic Advisory Council
6 th -9 th December 2013	Insight into Investment Banking in India	Mr. Ramesh Srinivasan, Joint Managing Director, Kotak Investment Banking
6 th -9 th December 2013	Technical and Fundamental Issues of Stock Analysis	Mr. S. P. Tulsian, a leading Stock Analyst
6 th -9 th December 2013	Environmental Accounting and Carbon Accounting	Ms. Ilham Punjani, Head of Business Relations Asia of ACCA
6 th -9 th December 2013	Ethics and Beyond	Dr. Radhakrishnan Pillai, author and researcher; Mr. S. V. Subbramaniam, Chairman, Secretarial Standards Board; Mr. Dushyant Shridhar, Speaker on Scriptures of Hinduism
5 th -8 th December 2014	The Goli Vada Pav Story – Entrepreneurship and the making of an Indian Fast Food Giant	Mr. Venkatesh Iyer, Founder, Goli Vada Pav
5 th -8 th December 2014	Inclusive Growth: Does Development Necessarily Succeed Growth or could they be Concurrent?	Mr. Paul Abraham, COO, IndusInd Bank; Mr. Jerry Pinto, Author; Mr. Kuppuswamy Iyer, CEO, Shapoorji Pallonji Finance

5 th -8 th December 2014	Financial Inclusion – The Road to a Fully Banked India	Dr. Nachiket Mor, Deputy Governor, Reserve Bank of India
5 th -8 th December 2014	Finance and Beyond	Dr. Ajit Ranade, Chief Economist, Aditya Birla Group; Mr. Somasekhar Sundaresan, Partner, J Sagar & Associates; Mr. Brijesh Mehra, CEO, Royal Bank of Scotland
5 th -8 th December 2014	FDI in E-Commerce	Mr. Rajesh Balpande, CFO and Co-Founder, BookMyShow
5 th -8 th December 2014	India's Sovereign Rating Woes: Present Scenario and Future Prospects	Mr. Vineet Gupta, Vice President of South Asia, Moody's

33. Teaching methods adopted to improve student learning

- Peer Learning
- Role play
- Flip Flop
- Textra
- Simulation

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

- Backward Linkage Programme
- Adopted Tribal Village – Barahanpur
- Financial Literacy Programme: Learn India (For Taxi men and Policeman)
- Swacch Bharat Abhiyaan: Cleaning Railway Station (adopted Matunga Station), Beach cleaning
- Series of Health lectures by Rujuta Diwekar for parents and neighborhood

women.

35. SWOC analysis of the department and future plans

Strength <ul style="list-style-type: none">• Experienced and dedicated faculty• ‘Beyond the classroom’ instruction• Empowered Alumni placed in very good positions and forthcoming in supporting the Alma mater.• Location of the institution• Strong Goodwill	Weakness <ul style="list-style-type: none">• Technical hitches in filling sanctioned posts• Space constraints• Structured mobility with respect to syllabi and programme
Opportunities <ul style="list-style-type: none">• Collaborative research• Enhance consultancy• Stronger alumni network• Academic exchange programmes	Challenges <ul style="list-style-type: none">• Catering to advance learners• Allocation of organisational resource• Conditioned academic environment• Balancing personal touch with information communication technology during classroom instruction

Future Plans

The future plans of the department is to focus on the challenges and opportunities. Inter disciplinary departmental outlook is sure to help the advanced learners. Although collaborative teaching and research is already in place the future plan is to expand the horizon in teaching and learning. E-content is planned in a big way to achieve this objective.

PROFILE OF DEPARTMENTS

DEPARTMENT OF ACCOUNTANCY

The Department of Accountancy was established in the year 1941. The Members of this Department have been rendering consultancy services, as they are professional Chartered Accountants. Under their guidance the department endeavors to shape future professionals for the world. Currently the following members are in the department:

Mr. A. B. Dhingreja

Dr. CA. Pradeep D. Kamthekar

Mr. Suryakant Pagare

Mr. R. M. Phadke

Ms. Sunita Rai

Ms. Kavitha Nadar

Ms. Jalpa Dave.

Ms. Jyoti Kamat

Mr. Satsheel Redkar

Mr. A. B. Dhingreja is a rare personality with multiple qualifications to his credit. His knowledge about financial aspects of Joint Stock Company is largely appreciated by students and peers. He has been the resource person for refresher courses and CA training programmes. He also conducts a certificate course in Investment Analysis and Portfolio Management for students during vacation periods.

Dr. CA. Pradeep D. Kamthekar completed his doctorate degree under the able guidance of Prin. Gadade. He also holds an LLB degree and has won a gold medal for securing the first place at the M.Com examination. An avid researcher, he has contributed research papers to various seminars and symposia. As Chairman of Remedial Coaching, Mr. Kamthekar has been involved in enabling academically weak students perform better in their academics. He is a Ph.D. guide in the subject of Accountancy and has been a co-ordinator for AVISHKAR. He is currently the Staff Common Room Secretary.

Mr. Suryakant Pagare is a postgraduate in Commerce and a qualified lawyer with LLB and has qualified his SET. For a considerable time he served as Staff Common Room Secretary and currently looking after gymkhana activities in the capacity of Gymkhana Chairperson. He is also the Professor-in-charge of Students' Council. He is also the coordinator for the SAP course offered by the college. He is pursuing his PhD from the University of Mumbai under the guidance of Prin. K.Y. Shinde.

Ms. Sunita Rai holds an M.Phil in Commerce and Management. As Chairperson of the Accounts and Finance Circle of Podar, she has been conducting various workshops and competitions for students to incorporate an in-depth knowledge of the subject of accountancy. As Co-Chairperson of the Speakers' Academy, she constantly motivates students to participate in various public-speaking and oratory events within the college and outside. She is currently the Staff Common Room Secretary.

Mr. Phadke served as a part-time faculty for a long period of time. He has been providing consultancy services to many organisations. As the chairman of the Podar Hiker's club, Mr. Phadke has been spear heading the cause of preserving nature. He has organized various hikes for students and staff. He continues to support College activities even after his retirement.

Dr. CA. Pradeep D. Kamthekar, Mr. S. Pagare and Ms. Sunita Rai have cleared their National / State Level Eligibility Test.

All the members of the accountancy department are moderators and examiners for examination conducted by University of Mumbai.

DEPARTMENT OF COMMERCE AND BUSINESS MANAGEMENT

The Department of Commerce is amongst the oldest Departments of the College. The Department constantly strives to bring to students an understanding of the complex and dynamic world of business and commerce. Efforts are undertaken to make the students informed about the nuances of commerce and industry.

The faculty members are:

Dr. (Ms.) Shobana Vasudevan

Dr. (Ms.) Amitha Sehgal

Ms. Tejashree Patankar

Dr. (Ms.) Vinita Pimpale

Ms. Karishma Khadiwala

Ms. Sanika Shengale

The department has been active in conducting seminars and workshops in the college premises. The members participate actively in research activities. All of them have participated in seminars and symposia and have been sharing their knowledge by presenting papers.

Dr. Mrs. Shobana Vasudevan is the Principal of the college. She has been associated with examination process and work at the University of Mumbai. She has been a Chairperson in various committees for framing the syllabus in the subjects of Commerce and Management. As a research guide she is currently guiding students for Ph.D. degree in Commerce (Banking and Finance)

Dr. Ms. Amitha Sehgal has completed her Ph.D. degree. As a teacher of advertising she has successfully tried innovative methods for teaching the subject. She has authored a book on advertising. She has contributed various articles to international journals. She is also the author of a book on Corporate Governance. Being an ex-student of R. A. Podar College, she is a mentor to current Podarites and a visiting faculty at Welingkar Institute of Management. She is also a yoga trainer. She has been awarded a UGC minor research project.

Ms. Tejashree Patankar has obtained her M.Com degree from the University of Mumbai. As Chairperson of the Women Development Cell she has been instrumental

in spreading awareness about gender issues through workshops, seminars, street plays, etc. As the chairperson of the photography club she encourages the creative talent of young minds. She holds a post-graduate degree in Management. She has also authored a book on Marketing Management. She is currently pursuing her Ph.D. under Dr. Sunita Sharma from SNDT University. She has been awarded a UGC minor research project.

Dr. Ms. Vinita Pimpale has actively participated in various seminar and symposia. She has presented several research papers in these seminars. As the chairperson of Industrial Interface Forum she has been arranging industrial visits to different organisations so that students get practical exposure besides classroom learning. As a teacher of Export Marketing she has strived to inculcate innovative methods in teaching. She is a visiting faculty at the St. Francis Institute of Management Studies. She heads the Research, Development & Consultancy Cell and is a Ph.D. guide in Commerce. She has successfully completed a Minor Research Project and a Consultancy project for BSE.

Ms. Karishma Khadiwala, having qualified NET and B.Ed. has actively involved herself in academic and co-curricular activities. As a chairperson of the Group Discussion Cell she has actively organized various Inter and Intra collegiate Group Discussions to improve soft skills amongst students. She is also the Chairperson of the Gujarati Literary Circle where she works meticulously to keep the language and its culture alive. As a chairperson of Students Canteen Committee she has conducted research in the areas where canteen can improve in terms of hygiene and quality food, She has successfully completed a Minor Research Project and a Consultancy project for BSE.

Ms. Sanika Shengale is a temporary staff member who has a post graduate degree to her credit.

DEPARTMENT OF MATHEMATICS, STATISTICS AND COMPUTER SYSTEMS

The Department of Mathematics and Statistics was established in 1941. The Computer Systems Department was added in 1980-81. R. A. Podar College primarily imparts education in the field of commerce. However, quantitative techniques are given due weightage in order to equip students with analytical ability. The department members are:

Mr. P. B. Patkar

Mr. S. Natarajan

Ms. Manjusha Sawant

Mr. Asif Shaikh

Ms. Pradnya Wankhede

Mr. Anil Dislay

Mr. Hemant Solanki

The department had organized a state level workshop on Applications of Mathematics and Statistics to Industry in the year 2011-12.

Mr. Patkar was the Chairman of the time-table committee of the college. He has attending subject oriented seminars and was guiding his departmental colleagues. He took a special interest in organising orientation when the syllabus of the subject was revised. He was a member of the flying squad appointed by the University of Mumbai for overseeing the examinations conducted by the university. Unfortunately Mr. Patkar expired in the current academic year.

Vice Principal Mr. S. Natarajan currently takes care of the Computer Systems department of the college. He is also the chairman of the college examination committee. He has been instrumental in introducing UGC add-on courses in the college. As the professor-in-charge of the Institute of Commerce he has introduced several certificate courses.

Ms. Manjusha Sawant is a senior faculty in the department. She has been performing multiple roles in the college administration. As the Prof. In-charge scholarships, she

has been instrumental in supporting needy students. She is the NAAC Coordinator and is following up with the reaccreditation process. She was the Prof. In-charge of Remedial Cell. She also successfully handled the Quizzers League of the college. As the Chairperson of the Academic Cell she conducted internal academic audit and facilitated external academic audit conducted by University of Mumbai. As the chairperson of the Annual Prize Distribution Committee she brings out the Annual Report of the college. She also has been a member of the LIC (Local Inquiry Committee). She has been a member of the vigilance squad appointed by the University of Mumbai for overseeing the examinations conducted by the university. As an expert in Statistics she renders consultancy services to Therapeutic Drug Monitoring Laboratory Unit of Mumbai. She is a core member of the NGO - Forum for Autism.

Mr. Asif Shaikh is currently pursuing his PhD. under Prof. Dilip Sheth and Prof. Hemant Bhate from Savitribai Phule Pune University. He completed his M. Phil. He introduced “MATHEMATRIX”, an inter-college and inter-school maths festival which is a remarkable educational festival that showcases not only the concepts of mathematics but also the applications of mathematics in our day to day lives. He is currently in-charge of coordinating Scholarship schemes for needy students. He has been organizing degree distribution ceremony on behalf of the University of Mumbai.

Ms. Pradnya Wankhede holds an M. Phil degree to her credit.

Mr. Anil Dislay and Mr. Hemant Solanki are temporary members. They have post graduate degree to their credit.

DEPARTMENT OF ENVIRONMENTAL STUDIES

The modern world has recognized the importance of a growth that is not simply for the present but also takes care of the future. Environmental Studies is necessary in that they increase the sensitivity of students towards the environment and make them more responsible citizens.

The subject is taught at the first year B.Com Level. The following faculty members are in the department:

Mr. Kapildeo Undirwade

Ms. Pradyna Nadkarni

Mr. Kapildeo Undirwade (Mr. Kapildeo Indurkar) is a senior faculty in the Department of Environmental Studies. In addition to holding a Masters in Environmental Science, he is also a law graduate. He has been deeply involved in social work. As the Programme Officer of the NSS since 2007-08, he has been guiding students in social service activities. A number of social and environmental activities are conducted every year under his guidance. 'Uttung' is one such social event with a very fresh ideology and concept. He is a part of various college forums including Examination Committee. He also introduced the Nature Club in college. He has participated in various seminars/conferences and has been presenting/contributing research papers.

Ms. Pradnya Nadkarni is a faculty in the department of Environmental Studies. In addition to a M.Sc. in Environmental Science, she also has a M.A. degree in Sanskrit. She is the chairperson of the Hobby Circle since 2012-13, under which many interesting and refreshing competitions and workshops for students as well as teachers are conducted. She is also Chairperson of the Podar Hikers' Club which encourages students to explore their adventurous instincts. As Editor in-charge of the College Magazine Committee she encourages the creativity of the student community. She has successfully completed her MRP in the area of environment: Green campus.

DEPARTMENT OF ECONOMICS

The Department of Economics was established in 1941. The following are the members of the department.

Ms. Sudarshana Saikia

Ms. Malini Roy Seth

Ms. Aarti Singh

Ms. Madhura Todewale

Ms. Vibhuti Gunjal

Ms. Sudarshana Saikia has cleared her National Eligibility Test. She holds experience in teaching post-graduate programme in the subject of Economics of Global Trade. As the chairperson of the Placement Cell she has taken care of the employment requirements of Podar students. As Chairperson of the Quizzer's League she is instrumental in organising and encouraging students to participate in various quizzes conducted at different centres in Mumbai and in the College. She has successfully completed a Minor Research Project and a Consultancy project for BSE.

Ms. Malini Roy Seth, Ms. Madhura Todewale, Ms. Aarti Singh and Ms. Vibhuti Gunjal are temporary staff members who have a post graduate degree to their credit in the subject of Economics. The college encourages them to pursue higher qualification. They are encouraged to appear for NET and SET examination.

DEPARTMENT OF INDUSTRIAL PSYCHOLOGY

This subject is taught in the third year B.Com programme.

Vice-Principal Ms. Kavita Jajoo has been teaching this subject for the past 28 years. She has been invited by various city colleges to guide students in the subject of Industrial Psychology. She has delivered lectures on study skills and examination preparation. As the convener of IQAC, Ms. Jajoo has been instrumental in bringing about quality oriented exercises in the Institution. She is currently the Faculty-in-charge of Self Development Centre. This centre has been working as a model for institutions in the city as it addresses the problems of the adolescent youth. As the chairperson of the Speaker's academy Ms. Jajoo has been encouraging students to

overcome stage fear and motivate them to become orators. Besides regular duties Ms. Jajoo supports student progression in all possible ways.

DEPARTMENT OF BUSINESS COMMUNICATION

Communication is the core of all execution of Business Plans. Without communication, the world would come to a standstill. The world needs emphatic speakers and patient listeners who will make this vital process reach the zenith of efficiency. The Department of Business Communication strives to nurture the theoretical and enhance the practical world applications of the subject amongst the students. Business communication is a subject taught at the F.Y.B.Com level.

Following are the faculty members.

Ms. Vrushali Kaneri

Ms. Priyanka Kathe

Ms. Sharada Kumar

Ms. Vrushali Kaneri has successfully cleared the National Eligibility Test. She has completed her PGDJM from IGNOU. She has successfully completed a Minor Research Project. As the chairperson of the Artists' Guild, she encourages students to participate in various cultural activities. The college has won Youth festival championship and the Best Cultural College award of University of Mumbai for the three consecutive years. As the Chairperson of the Extension Unit, she has been encouraging students to undertake various outreach programmes.

She has been selected to prepare a question bank for state level competitive examination. She has also worked with IBPS for assessment work of banking examination. She has been participating in various seminars and has presented several papers.

Ms. Priyanka Kathe and Ms. Sharada Kumar are temporary members. They have post graduate degree to their credit.

DEPARTMENT OF BUSINESS LAW

The department members are:

Ms. Asmita Gupta

Ms. Anusuya Yadav

The importance of Law can hardly be overemphasized – it governs every single sphere of practical action in the world of commerce. The Department of Business Law aims at equipping students with a sound understanding of the same that they may be conducive rather than hindering to the interests of the organisations they serve in the future.

Business Law as a subject is taught at the Second Year B.Com level. Students are given various case studies and are trained to be aware of the legal procedure under various legislations.

Mr. G. Hariharan former head, Department of Law extend his help in conducting examinations. He also guides the present staff in the matters related to curriculum.

DEPARTMENT OF B.M.S

Full-fledged B.M.S programme was started in the year 2003-04. The programme is being run as permanently unaided programme. Besides four full time faculty members, the programme is conducted by visiting faculty. The following faculty members are in the department:

Ms. N. Usha Rao

Ms. Divya Lalwani

Ms. N. Nandini

Ms. Bhuvaneshwari R

Ms. Kasturi Save

Ms. S. Rao

Ms. Pratibha Jadhav

Ms. Sabiha Sheikh

Mr. Vahid Kapadia

Mr. S. G. Bhide

Ms. N. Usha Rao joined the BMS Department in 2010-2011 and has a teaching experience of 12 years in various management subjects such as Logistics, Service Sector Management, Productivity & Quality Management, and International Finance in First year, Second Year and Third Year BMS. She is invited for guest lectures. She is also a panel member for shortlisting candidates and conducting interviews in other colleges. She supervises the CAP work. She has also written two books for the BMS programme.

Ms. Divya Lalwani is a postgraduate teacher in Commerce and is a faculty in the BMS Department. An Alumni of R. A. Podar College, she has been enthusiastic in helping all activities of the college. A specialist in stage setup, she has contributed her expertise for the college functions. She is an entrepreneur and has been innovative in arranging Industrial Visits.

Ms. N. Nandini is a post graduate in Business Finance and Systems. She has also completed her B.C.S. She has presented papers at various seminars and teaches finance, tax and strategy related subjects for self-financing programme.

Ms. Bhuvaneshwari R is a post-graduate in Commerce from the Mumbai University, having 13 years of experience in the subjects of Accountancy and Management. She has also done her B.Ed. from ICFAI University & is a personal counsellor.

Visiting faculty:

Ms. Kasturi Save has completed her LLM in “Intellectual Property Rights”.

Ms. S. Rao is a visiting faculty and teaches the subjects of Quantitative techniques, Logic, Business Statistics etc. for FY and TYBMS students. Basically a post graduate in Mathematics.

Ms. Pratibha Jadhav completed her MA in 2001 and B.Ed. in 2002 in Economics. She has a teaching experience of 13 years in Economics and is pursuing her Ph.D. from SNDT University.

Ms. Sabiha Sheikh is a graduate in Yoga and has done her BA in English, currently pursuing her MA in science of Living, Yoga, and Preksha meditation. She teaches Yoga as a bridge course in Podar and also does personal counselling for students. She is invited to other institutes, and corporates for the same.

Mr. Vahid Kapadia an engineering graduate, teaches computer subjects for FYBMS and also helps in preparing the results for college. He has developed software packages for pathological labs & hospitals, examination processing systems.

Mr. S. G. Bhide is a senior faculty with corporate experience of more than 25 years in various managerial positions in the engineering industry. He is engaged in providing corporate advice on Kaizen, 5S, TPM and JIT etc. He teaches Logistics and Supply chain management, Operations Research for TYBMS students and Quantitative techniques for UG and PG programme in University of Mumbai.

DEPARTMENT OF POST-GRADUATE STUDIES (M.Com)

The Post Graduate Department was established in 1959-60 and is affiliated to the University of Mumbai. It is recognised as one of the oldest post-graduate departments affiliated with the University of Mumbai. The Post-Graduate programmes in the subject of Accountancy and Management are conducted by the department. With the intake capacity of 160 students the department encourages working people to pursue post graduate studies.

Flexibility is given to the student for horizontal mobility. It is to be observed here that the University of Mumbai has introduced several reforms in the conduct of post graduate programmes during the last four years. The college has been implementing all the reforms such that the students acquire the necessary expertise. The post graduate students are encouraged to undertake research activities and present their findings to their peers. The post graduate studies is headed by Dr. Vinita Pimpale in the capacity of Co-ordinator. The faculty members of the college who has been recognized as the post graduate teachers by the University of Mumbai conduct lectures. The department also invite visiting faculty for conducting lectures. This

visiting faculty are drawn from the neighboring colleges who have expertise in the subjects.

The list of the Faculty (2011-2015) is given below:

CA. Dr. Pradeep Kamthekar – In house faculty

Prof. Tejashree Patankar – In house faculty

Prof. Suryakant Pagare – In house faculty

Prof. Sudarshana Saikia – In house faculty

Dr. B. B. Kamble – Visiting faculty

CA. Dhiren Kanabar – Visiting faculty

Dr. Saraswathi Moorthy – Visiting faculty

CA. Meher Danatra – Visiting faculty

CA. Nitin Jani – Visiting faculty

Prof. Indira R – Visiting faculty

Prof. Paul Raj – Visiting faculty

Prof. Wani – Visiting faculty

The college also conducts Post Graduate examination on behalf of University of Mumbai. The college is also CAP center for the same.

Post Accreditation Initiatives

POST ACCREDITATION INITIATIVES

‘Quality initiatives are a journey, not a destination’

- R W Emerson

The journey of R.A. Podar College of Commerce & Economics, which started in 1941, reflects the view stated above. Born just before ‘Quit India’ movement, the college has nurtured talent, intellect and created personalities par excellence. The S. P. Mandali which runs the college is committed towards quality education. The college is founded on the noble principles of *equality, a value-based approach to life, all round development of personality and universal brotherhood*. ‘Podarites’ as students of Podar College are fondly identified, have left an indelible mark in the diverse fields they enter and thus have contributed immensely to the nation building process. Former Chief Justice of Supreme Court Honorable Shri R.C.Lahotiji, renowned names in the world of cricket like Farookh Engineer, Ravi Shastri, DilipVengsarkar, Member of the RBI board Shri Y.H. Malegam, philanthropist Asit Kotecha, Industrial leaders like Bhavarlal Jain, professionals like Chitra Ramakrishna, Angel investor Anand Ladsariya, accomplished singer Bombay Jayshree are all Podarites par excellence.

The organic and inorganic growth of the college has been comprehensive and consistent. Over the past 75 years, the college has earned a reputation for developing *human beings into useful human resources*. The growth has kept pace with the changing socio-economic development and the technological advancement, which has taken place around the globe. The college could protect and preserve her belief in basic values despite the dawn of an era of ‘confusion and conflict’. This is because the stakeholders of the college fully understand the meaning of ‘*education*’ in its widest sense and do not restrict it *to mere literacy or subject expertise*.

This aspect was appreciated by the peer team members who visited the college when the college volunteered for accreditation from NAAC. The first accreditation exercise identified the institution as an A+ Institution as per the grading system prevailing in 2004. In the subsequent accreditation process which took place in 2011, the college was awarded the highest CGPA at that point of time (the grading system of NAAC underwent a change during the relevant period). An ‘A’ grade with 3.63CGPA not

only reassured the stakeholders that the college has retained its glory but also is moving in the right direction. Currently, the college is volunteering for the third cycle of NAAC accreditation.

Post accreditation i.e since 2011, efforts were in place to implement the recommendations of the honorable peer team members. The goals towards the same were set by the parent body. The stakeholders were also consulted duly about what they expect the college to be in the near future.

Discussions with Parents, Students, Staff members and the stake holders resulted in identifying the need for three pronged approach towards the quest for excellence. Activities of the college were brought under this umbrella such that the accountability and responsibility become identifiable. However, it is well understood that, in the context of educational Institutions nothing could be compartmentalized, as all are interrelated and mutually dependent.

The identified parameters are: Administration and allied activities, Academic growth and related inputs, Infrastructure support and additions made thereof. The following paragraphs highlight the initiatives of the Institution in the context of the parameters stated above.

The college administration required full-fledged vice principals to share the administrative work. This was identified by the management and immediate efforts were taken to fill up the vacant positions. Mr. S. Natarajan and Ms. Kavita Jajoo were selected after following the due process. The job profile of the vice principals was defined through a joint meeting between the three (principal and vice principals). It was decided that Mr. Natarajan would take up the responsibility of Examinations and Ms. Kavita Jajoo would take care of the administrative aspects including attendance, discipline etc. Ms. Jajoo, being the convener of IQAC was given the additional responsibility of keeping quality initiatives vibrant, comprehensive and all inclusive.

It is a fact that a strong IQAC is required for any Institution committed to quality enhancement. At the same time the quality initiatives need to be well documented. The submission of AQAR thus is an important post accreditation exercise which was duly attended by Ms. Jajoo. The IQAC organized a national level seminar on *Quality*

Enhancement Measures in Higher Educational Institutions with the help of UGC. The seminar witnessed the participation from a wide spectrum of people and an ISBN recognized volume was published.

The IQAC of Podar undertook all efforts to rationalize the conduct of college activities. They brought in several changes in the administration of the college and resource management. IQAC formed many sub committees to address the issues of administration. They were Estate Management Committee, Seminar and Planning Board, Energy Audit Committee, Attendance and Discipline Committee, Staff Welfare Committee, Student Support Committee, Career Advancement Committee, Office Administration Committee, Academic Audit Committee and ICT Resource Committee.

The outcome of these committees, since the time they became operational is praise worthy. The energy audit helped in setting up a solar panel. The office administration committee conducted a productivity analysis and could fix timelines for activities involving student interface.

The Academic Audit monitored the syllabus completion exercise by observing the conduct of lectures. The Estate Management committee took up the job of numbering the furniture and fixtures of the college and constantly attended to the complaints about their malfunctioning.

Wellness Programme, which could be described as the crowning glory of the IQAC, arranged for annual health checkups for the staff. The Committee also arranged lectures to spread awareness about the right kind of eating habits. The Wellness Programme went beyond the campus premises; parents were invited to inform them about the balanced diet for their children.

The Academic Audit Committee conducted internal audit annually. They also attended to the requirements of committees which visited the college during the last four years. The committees which visited the college include Best College Committee, Local Inquiry committee for affiliation to BMS, Ph.D. centre for Accountancy and Ph.D. centre for Business Policy and Administration. The Career

Advancement Committee facilitated the conduct of interviews for promotion for the teaching faculty members as and when they were due for promotion.

The Attendance and Discipline Committee introduced the mentoring concept. The parents were also involved in the same. The PTM which is a platform for effective communication with parents was put into effective use. They were called at the time of distribution of mark sheets after the semester examination and progress of the wards was shared with them. They were also guided as to how their wards could improve in academics. This also helped the parents to have complete co-ordination with the examination system.

The examination section undertook several reforms during the four year period. The reforms were partially due to the recommendation of the university. However majority of them were suo moto. R. A. Podar College is only one in the galaxy of affiliated colleges in Mumbai where examination system is completely handled in-house and with stringent levels of accuracy and secrecy. Right from sourcing the answer sheets, printing of question papers assessment and printing of mark sheets are done within the Examination section. ***The activities in the examination room are monitored through CCTV cameras.*** The Examination Committee conducts meetings on regular intervals. Sub-committees are formed to handle the internal assessment related details. ***Centralized paper setting, online declaration of results, introduction of OMR,*** etc. are a few innovative initiatives introduced by the Examination section. The college is a designated centre for conducting University examinations. The University question papers are electronically delivered. The question papers are downloaded one hour before the commencement of the examination. The Examination department with the help of high speed printing machines does the job swiftly. The college is a lead college in the cluster of neighborhood colleges. Hence, the responsibility of getting the answer papers of final year examination is given to the college. The examination department does it along with the responsibility of conducting college examinations and declaring results. The chairperson of Examination attends to all the queries and grievances of the students and sorts out the issues instantaneously. The ***'Mobile App'*** introduced by the college is well utilized by the examination department for communicating important announcements pertaining to examination.

The college is known for the unflinching support given to the students in their pursuit in academic excellence and other co-curricular and extra-curricular activities. ***Innovation and enthusiastic approach in the educational endeavor of the college has been a norm rather than an exception.*** The college has made it a habit to keep supporting the organic growth in tune with the dynamic environment and the expectations of the changing society.

For example the college was a pioneer in running GCD Courses in the forties and fifties to impart Commercial knowledge. Currently the college organizes and conducts SAP Courses to meet the current day needs of ERP professionals.

During the period under observation, the college has introduced UGC add on courses in diverse areas. The courses introduced are NETSIM, Communicative English, Project Management, Customer Relationship Management and Enterprise Resource Planning. The college also has tiedup with NSE for introducing certificate courses in finance and securities market.

The college was selected for providing IT training to the Chartered Accountancy course aspirants by the Institute of Chartered Accountants. Certificate course in Professional Counseling and Photography were few of the need based courses conducted by the college. The application for introducing a degree course in Actuarial Sciences (on permanently unaided basis) is awaiting University approval.

The academic performance by the students has been very good during the post accreditation period. It touched its peak when fifteen of the Podar students figured in the first 10 ranks of the T.Y.B.Com examination of the University of Mumbai. ***The batch secured 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th and 10th rank in a row.*** An analysis of overall results also has been impressive as many students passing with the first class has always been on the rise. This may be attributed to the innovative teaching and the opportunities given for learning by the faculty.

Remedial teaching has helped the slow learners to perform better in the examinations. The college has been supporting the appetite for co-curricular and extra

–curricular activities of the students. In fact the college believes that the students *learn more while organising, conducting and participating in these activities*. The students performed well in all the intercollegiate cultural events and sports events.

The college conducted *two refresher courses on behalf of the UGC Academic Staff College, ten days Research Methodology Programme for Ph.d students in social scenes sponsored by ICSSR, Research course work for Ph.D. scholars*. It also hosted the preliminary rounds of Youth festival twice and conducted intercollegiate volley ball competition, judo competition and chess tournaments. The students representing the college and university in cultural activities and sports activities are specially mentored by the principal.

The college administration is aware that the quality of education is highly dependent upon the quality of the teachers. The research orientation of the Podar faculty needed fine tuning as per the recommendation of the previous NAAC Committee. This issue was addressed during the post accreditation period. The motivation given by the Research and Development cell saw the permanent teaching faculty applying to the funding agencies like University of Mumbai and the UGC. Efforts were made to institutionalize consultancy services as the college conducted research on behalf of the Bombay Stock Exchange. Two teachers completed their Ph.D. during the period and three of the permanent faculty has registered. The faculty members have attended seminars at the national and international levels. *The Principal was awarded a research excellence award under PEIN-INDIA research excellence programme by the University of Santiago de Compostela*. Four members from the permanent faculty have acquired higher qualifications including the principal. Research programmes were conducted and the faculty has been regularly invited as resource persons. Avishkar, an inter-collegiate research festival is coordinated by one of the faculty members whose rich experience is available to the college.

The growth and development of the institution needs infrastructure support for achieving the objectives. The perspective plan formulated by the subcommittee formed by the Local Managing Committee drew the necessary infrastructure needs for supporting the organic growth (this committee was responsible in recommending

academic and administrative recommendations also). The following recommendations were made with reference to infrastructure of the college:

- To conduct structural audit
- To organise fire audit
- To commission CCTV surveillance system
- To install solar panels
- Construct seminar room
- To address leakage problems
- To ensure clean campus
- To find alternative site to develop satellite campus
- To address the leakage problems in the ceilings
- To make all the classrooms ICT enabled
- To enhance the existing facilities to be put into appropriate use.
- To explore the possibility of installing compactor in the main library
- Commissioning lifts

The recommendations given above are indicative and are a summarized version of the discussions and deliberations of the committee during the meetings. Most of the recommendations have been implemented. Few of them are in the process. For example, the idea of establishing a satellite campus by buying land in the periphery or suburban areas is being dealt by one of the managing council members. The LMC Chairman is also trying to get permission from authorities to get a higher FSI so that the South Wing of the College, lying vacant, could be used for construction. The proposal for commissioning lifts also requires permission given the age of the building. A *state of the art Seminar hall* was constructed and is being used on a regular basis. *Outreach programmes* involving outsiders are conducted in the seminar hall. As it is self contained with a toilet block and a small cafeteria it becomes easier to organize events of importance. The Gymkhana has installed a *GYM machine* to help the staff and students maintain their health. The users are monitored by a *professional trainer* who is available at the gymkhana. Judo mats of the best quality have been acquired as the college has been encouraging this martial art since a long time. Mr.Ravindra Patil, a Podarite, is a national coach for Judo. He trains the students of the college. The college has been encouraging women to learn the art of self defence mechanism. During the past four years all the classrooms has been fitted

with ceiling mounted projectors. A *solar panel fitted at the terrace* energizes the LED lamps at the library. All these developments took place in a phased manner such that the strain on resources were spread out. The parent body has been very cooperative and has been highly supportive in enhancing the infrastructure requirements of the college.

The college administration is committed to quality at every level. The commitment is not restricted to the students, faculty and immediate stakeholders. The *Institutional Social Responsibility* is well understood by the staff and students of Podar. The extension activities and the social oriented initiatives went beyond the call of duty at the campus. The NSS, WDC and the Students' council make sure that the societal needs are fulfilled by integrating their listed activities with social awareness. The *collaborative nature in conducting academic and co curricular activities* has resulted in involving the neighborhood community. The relationship management makes sure that the neighborhood network is kept intact once established. They become more sensitive to the situation around and contribute towards social and economic development. This approach has been making the *learners employable, useful and respectful human resources*.

With around 1000 graduates walking out of Podar College portals, year after year, the staff (teaching and non-teaching) do not hesitate to shoulder the responsibility of making them global citizens, who have quest for excellence and at the same time *do not forget basic human values*.

LIST OF ABBREVIATIONS

ANGC - Association of Non-Government Colleges
AMC - Annual Maintenance Contract
ASC – Academic Staff College
A.T.K.T. - Allowed to keep terms
B.Com. - Bachelor of Commerce
B.M.S. - Bachelor of Management Studies
BMC - Brihanmumbai Municipal Corporation
BSE – The Bombay Stock Exchange, Mumbai
CA - Chartered Accountant
CAT - Common Admission Test
CAP – Centralised Assessment Programme
CCTV- Closed Circuit Television
CGPA – Cumulative Grade Point Average
CPS – Centralised Paper Setting
CBGS – Choice Based Credit System
CBS - Center for Excellence in Basic Sciences
CBSGS – Credit Based Semester and Grading System
CD - Compact Diskette
D.M.S. - Diploma in Management Studies
D.T. - Denotified Tribe
DVD - Digital Video Disc
ERP – Enterprise Resource Planning
F.Y.B.Com. - First Year B.Com.
FI - Financial Inclusion
HEI - Higher Educational Institution
HOD - Head of the Department.
HSC - Higher Secondary Certificate
ICSSR – Indian Council for Social Science Research
ICT - Information and communication technology
ICWA - Institute of Cost and Works Accountant
IIBF - Indian Institute of Banking & Finance
INFLIBNET - Information and Library Network

IQAC - Internal Quality Assurance Cell
ISBN – International Standard Book Number
ISSN – International Standard Serial Number
IT- - Information Technology
KEP - Knowledge Exchange Programme
LD - Learning Disability
LED – Light Emitting Diode
LIC – Local Inquiry Committee
LMC - Local Management Committee
LSS - Lok Seva Sangha
M.Com. - Master of Commerce
M.Phil - Master of Philosophy
MCVC - Minimum Competency Vocational Course.
MDACS - Mumbai Districts AIDS Control Society
MoU - Memorandum of Understanding
NET - National Eligibility Test
N.T - Nomadic Tribe
NCC - National Cadet Corps
NGO - Non Government Organisation
NSE - National Stock Exchange
NSS - National Service Scheme
O.B.C - Other Backward Class
OMR – Optical Mark Recognition
OPAC - Online Public Access Catalogue
PG - Post Graduate
Ph.D - Doctor of Philosophy
PTA - Parents Teachers Association
PTM – Parent Teacher Meeting
RAPPORT - R.A. Podar presentation of Rising talent
RAR - Reaccreditation Report
RBI - Reserve Bank of India
SBCGS – Semester Based Credit and Grading System
SET/SLET - State Level Eligibility Test
S.C /S.T - Scheduled Caste / Scheduled Tribe

S.Y.B.Com. - Second Year B.Com.

SBC - Special Backward Caste

SNDT University - Sreemati Nathibai Damodhar Thackersey University

SPM - Shikshan Prasarak Mandali

T.Y.B.Com. - Third Year B.Com.

TISS - Tata Institute of Social Sciences

TOI - Times of India

UG - Under graduate

UGC - University Grants Commission

WDC – Women Development Cell



LIST OF ANNEXURES *

Annexure - 1	Elective options
Annexure – 2	Guidelines for admission
Annexure – 3	Prize list
Annexure – 4	List of students' internship
Annexure – 5	Copy of academic calendar
Annexure - 6	Teaching learning plans
Annexure – 7	Details of Industrial visits
Annexure – 8	List of workshops and seminars organized by college
Annexure – 9	List of Academic achievers
Annexure – 10	List of achievers (co-curricular and extra-curricular activities)
Annexure – 11	Forum Reports (co-curricular and extra-curricular activities)

* Annexures will be made available at the time of the peer team visit.



शिक्षण प्रसारक मंडळी, पुणे

R. A. Podar College of Commerce & Economics

Matunga, Mumbai - 400 019

Accredited 'A Grade' with CGPA of 3.63 by NAAC

Tel.: 2414 3178 • Fax: 2414 1964 • E-mail: info@rapodar.ac.in

Website : www.rapodar.ac.in

Ref. No.: 1041

Date: 18/01/16

DECLARATION BY THE HEAD OF THE INSTITUTION

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

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

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

Dr. (Mrs.) Shobana Vasudevan

Principal

Date: 18/1/2016

Place: Mumbai



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

*The Executive Committee of the
National Assessment and Accreditation Council
on the recommendation of the duly appointed
Peer Team is pleased to declare the*

Shikshan Prasarak Mandal's

R. A. Podar College of Commerce & Economics

Matunga, Mumbai, affiliated to University of Mumbai, Maharashtra as

Accredited

with CGPA of 3.63 on four point scale

at A grade

Valid up to March 26, 2016

Date : March 27, 2011



HARIZANI
Director



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Quality Profile

Name of the Institution : Shikshan Prasarak Mandal's
R. A. Podar College of Commerce & Economics
Place : Matunga, Mumbai, Maharashtra

Criteria	Weightage (W_i)	Criterion-Wise Grade Point Averages (Cr_i GPA)	$W_i \times Cr_i$ GPA
I. Curricular Aspects	050	3.30	165
II. Teaching-Learning and Evaluation	450	3.83	1724
III. Research, Consultancy and Extension	100	3.55	355
IV. Infrastructure and Learning Resources	100	3.35	335
V. Student Support and Progression	100	4.00	400
VI. Governance and Leadership	150	3.23	485
VII. Innovative Practices	050	3.30	165
Total	$\sum_{i=1}^7 W_i = 1000$		$\sum_{i=1}^7 W_i \times Cr_i$ GPA = 3629

$$\text{Institutional Score} = \frac{\sum_{i=1}^7 (W_i \times Cr_i \text{ GPA})}{\sum_{i=1}^7 W_i} = \frac{3629}{1000} = \boxed{3.63}$$

Grade = **A**

Descriptor = **VERY GOOD**

Date : March 27, 2011



HARSHAN
Director

- This certification is valid for a period of five years with effect from March 27th 2011
- An institutional CGPA on four point scale in the range of 3.01 - 4.00 denotes A grade (Very Good), 2.01 - 3.00 denotes B grade (Good), 1.51 - 2.00 denotes C grade (Satisfactory)
- Scores rounded off to the nearest integer

Original

**PEER TEAM REPORT
ON
INSTITUTIONAL ASSESSMENT & RE-ACCREDITATION**

**R.A. PODAR COLLEGE OF COMMERCE & ECONOMICS,
MATUNGA (E), MUMBAI (MAHARASHTRA).**

Date of visit

4th & 5th February, 2011.

RE-ACCREDITATION REPORT

**National Assessment and Accreditation Council,
P.O. Box No. 1075, Nagar Bhavi, Bangalore - 560 072.**

**PEER TEAM REPORT
ON
INSTITUTIONAL ACCREDITATION OF
R.A. PODAR COLLEGE OF COMMERCE & ECONOMICS,
MATUNGA (E), MUMBAI (MAHARASHTRA).**

SECTION 1 : GENERAL INFORMATION							
1.1	Name & Address of the Institution	R.A. PODAR COLLEGE OF COMMERCE & ECONOMICS, MATUNGA (E), MUMBAI.					
1.2	Year of Establishment	20 th June 1941.					
1.3	Current Academic Activities of the Institution (Numbers).	02					
	* Faculties / Schools	Commerce & Management.					
	* Departments / Centres	-					
	* Programmes /Courses offered	PG	1	UG	2	PG Diploma	-
		Ph. D	1	Add On	-		
	* Permanent Faculty Members	22					
	* Permanent Support Staff	Non – Teaching	31	Technical	-		
	* Students	2,835					
1.4	Three major features in the institutional context (as perceived by the Peer Team)	* Single Faculty College with good academic ambience, affiliated to University of Mumbai.					
		* 70 year old College located in the urban area in the heart of Mumbai Metro City.					
		* Recognized by UGC u/s 2(f) & 12(B).					
1.5	Dates of visit of the Peer Team (A detailed visit schedule is included)	4 th – 5 th February, 2011 (Enclosed).					
1.6	Composition of the Peer Team which undertook the on-site visit.						
	Chair person	Prof. Prem Sharda, Former Vice – Chancellor, Veer Narmad South Gujarat University, Surat – 395 007, Gujarat.					
	Member Coordinator	Prof. (Dr.) P.K. Biswasroy, Head & Dean, Department of Commerce, Berhampur University, Berhampur – 760 007, Orissa.					
	Member	Dr. N.C. Chandrasekharan, Former Principal, Kandaswami Kandar's College, Velur (Namakkal), Tamil Nadu – 638 182.					
	NAAC Officer	Dr. Sujata Shanbhag, Assistant Advisor, NAAC, Bangalore – 560 072.					

Section II : CRITERION-WISE ANALYSIS			
2.1. Curricular Aspects			
2.1.1	Curricular Design & Development	*	Academic courses and curricula aligned with the institutional goals and objectives.
		*	The affiliating university develops and designs the curriculum.
		*	3 faculty members are on University BoS and contribute to Curriculum design.
2.1.2	Academic Flexibility	*	The College offers 2 UG, 1 PG and 1 Ph. D courses.
		*	Large number of elective and subsidiary options available to the students to pursue their courses.
		*	Tutorial system enhances flexibility for slow learners.
2.1.3	Feedback on Curriculum	*	Formal feedback on curriculum through NAAC proforma from students and informal feedback from other stakeholders.
		*	Feedback are integrated for follow-up action.
2.1.4	Curriculum update	*	Periodical curriculum update done by the affiliating University.
		*	Curriculum bears thrust on issues of national importance, through Foundation & Environment Science courses.
		*	Curricula facilitate employability of students in business and industry.
2.1.5	Best Practices in Curricular aspects (if any)	*	College includes project work for experimental learning.
2.2. Teaching – Learning & Evaluation.			
2.2.1	Admission Process and Student Profile	*	Adequate publicity and transparency in admission process, through prospectus, website and newspaper ads.
		*	Admission process systematically administered, based on pre-determined criteria. There are 06 Foreign and 11 NRI Students.
		*	The College ensures equity and access by admitting as per University and State Government policies.

2.2.2	Catering to the diverse needs	* The advanced learners encouraged to take part in group discussions, seminars and other activities.
		* Coaching, mentoring and tutorials for slow learners.
		* Special attention to sportsmen and the physically challenged.
2.2.3	Teaching-Learning Process	* Primarily lecture method; BMS supported by use of teaching aids, viz. OHP, LCD, etc.
		* Problem solving approach helps effective learning.
		* Students centric learning through seminars, group discussion, project reports, case studies and field surveys.
2.2.4	Teacher Quality	* Faculty demonstrate creativity and innovation in teaching.
		* 2 Teachers are Ph. D holders, 7 possess M. Phil Degree and 8 Teachers have cleared the SLET / NET.
		* Teachers get their knowledge updated by attending seminars and workshop.
2.2.5	Evaluation Process and Reforms	* System of continuous assessment of the students through assignments, class tests, term tests, paper presentations, quiz competition, debates is in vague.
		* Internal evaluation in management course is 40%, while in commerce it is 20%.
		* Students can scrutinize their exam answer books of the tests and can register their grievance, if any.
2.2.6	Best Practices in Teaching-Learning and Evaluation (if any)	* Effective and transparent examination system.

2.3 Research, Consultancy & Extension		
2.3.1	Promotion of Research	* The College is a recognized Research Centre of the Mumbai University.
		* There is a Research Cell to promote research culture.
		* One faculty member is a research guide for Ph. D and M. Phil.
2.3.2	Research and Publications Output	* A few teachers have published in international and national journals and some teachers published popular articles in dailies / magazines.
		* One teacher has authored a book.
		* Faculty members have a minor research project and two projects of local Municipal Corporation.
2.3.3	Consultancy	* Effective consultancy work is yet to be formalized.
2.3.4	Extension Activities	* Extension through NSS & NCC units in community outreach programs.
		* The extension activities of the College include community development, health awareness programmes, blood donation camps and youth training programmes.
		* College has adopted a village for outreach programs.
2.3.5	Collaborations	* The NSS unit and NCC wings take active part in various extension activities in collaboration with GOs and NGOs.
		* Collaboration with Industries and Institutions to increase employability of students.
2.3.6	Best Practices in Research Consultancy and Extension (if any)	* Existence of Research Centre.

2.4 Infrastructure & Learning Resources		
2.4.1	Physical Facilities for Learning	* Located in 0.62 Acres with a built-up area of 5,055 sq. mtrs. with 34 class rooms, computer labs and moderate space for co- and extra-curricular activities.
		* The College has an Auditorium, an Audio Visual room, Central Library with Reading rooms and a Conference room. Management department also has departmental library.
		* The infrastructure facilities are shared with Junior College.
2.4.2	Maintenance of Infrastructure	* Budgetary allocation is made under different heads for maintenance facilities of the College.
		* Has AMC for maintenance of equipment.
		* Regular maintenance by outsourcing.
2.4.3	Library as a Learning Resource	* The College library has 66,844 books, 52,280 titles and subscribes to 63 national journals, 13 international journals and 29 magazines; It has 2,254 back volumes of journals.
		* The resource of the Library has been augmented regularly; It has open access system and good reading room facility for teachers, scholars, students and a book bank.
		* It is fully computerized with internet and reprographics facilities and functions under the supervision of a Library Committee.
2.4.4	ICT as Learning Resources	* Has 65 computers in 3 labs, 22 in library, 7 LCDs, 2 OHPs, to be used as learning resources.
		* The College updates its Website regularly.
		* The self-financing courses have ICT enabled systems.
2.4.5	Other Facilities	* College has NSS Room, Indoor Games space, Playground for basket ball, badminton and kabadi and a Gymnasium.
		* Has a Boys Hostel for 8 students at 3 KMs from College.
		* Has a Ladies Common and a Staff Room.

2.4.6	Best Practices in the Development of Infrastructure & Learning Resources (if any).	*	Well maintained Heritage Building and Campus.
2.5. Student Support and Progression			
2.5.1	Student Progression	*	Alumini progress to professional and post graduate courses.
		*	Some students become successful entrepreneurs.
		*	The pass percentage of the College is impressive and some students have secured University Ranks.
2.5.2	Students Support	*	College publishes its updated prospectus every year and a Handbook containing necessary information for students.
		*	Freeships / scholarships instituted by different organizations including Parent and Teacher Association, Alumni Association and the Management.
		*	A Career Guidance Cell and a Placement Cell to enhance employability.
2.5.3	Student Activities	*	Students of the College have represented in the State, National and International level athletic and game meets.
		*	Cultural programmes provides opportunity to the students to exhibit and develop their talents.
		*	The Alumni Association is active.
2.5.4	Best Practices in Student Support and Progression (if any)	*	Encouraging student research activity.

2.6. Governance and Leadership		
2.6.1	Institutional Vision and Leadership	* The vision and mission in tune with institutional goals.
		* LMC decides broad goals and objectives for the institution to realize its vision.
		* Principal is the academic and administrative head for translating goals into action.
2.6.2	Organizational Arrangements	* Has a defined organizational structure.
		* Has various Committees for decentralized and participative management.
		* Cells like Grievance Redressal, Women Development, Examination, Student Counselling, Student Council are functional.
2.6.3	Strategy development & deployment	* IQAC and other Committees meet as required for this purpose.
		* Research is institutionalized.
		* MIS is in place.
2.6.4	Human Resource Management	* Faculty encouraged for professional development as per UGC guidelines and in-house seminars.
		* Recruitment of staff is as per State Government, UGC and University Rules.
		* Has Staff Welfare programs.
2.6.5	Financial Management & Resource Mobilization	* Sources of funds include State Government, UGC, University and College Management.
		* The College ensures proper and optimum utilization of funds received from various sources.
		* Accounts of the College are audited.
2.6.6	Best Practices in Governance and Leadership (if any)	* Teachers' self appraisal and appraised by students.

2.7. Innovative Practices		
2.7.1	Internal Quality Assurance System	* IQAC is functional and meets regularly for sustaining quality.
		* Examination and Evaluation Systems are qualitatively sound.
		* The Students' feedback, alumni response and observations of the parents are taken into consideration for improving quality.
2.7.2	Inclusive Practices	* Remedial classes and skill development programmes initiated for weaker students.
		* Financial assistance to needy.
		* Atmosphere of equity and fraternity is visible.
2.7.3	Stakeholder Relationship	* College is held in high esteem by stake holders.
		* Alumni and Parents take interest in the affairs of the Institute through the Alumni and Parents' Association.
Section – III : OVERALL ANALYSIS		
3.1	Institutional Strengths	* Vibrative NSS and NCC Units.
		* Location in the heart of the Commercial Capital of India and has inherent advantage for a Commerce College.
		* Enjoys good brand image amongst stakeholders, including students and teachers.
		* Self financed courses use ICT and other contemporary teaching systems.
		* Students take active interest in extra-curricular activities.
3.2	Institutional Weaknesses	* No space for future developments.
		* Teachers with Ph. D. qualifications are few.
		* Full potential for industry collaborations under-utilized.
		* Add-on and value-added courses are inadequate in number.

3.3	Institutional Opportunities	•	Using locational advantage for creating formal linkages with industries, corporates and other institutions.
		•	Develop networking with professional agencies for specific career counseling and guidance.
		•	Offer short term skill development programs to enhance employability.
		•	Using eminent alumni for resource mobilization and capacity building.
3.4	Institutional Challenges	•	Access to more space for utilizing full potential of teachers and students for institution building.
		•	Formalize coaching for UPSC exams and vocational courses offer relevant add-on / value added courses.
		•	Attracting larger number of foreign students.
		•	Promotion and formalization of paid consultancy assignments for societal and institutional benefits.

Section IV: Recommendations for Quality Enhancement of the Institution.

1. LMC may prepare a perspective plan for future development of the institution.
2. Efforts to acquire additional land / space, even if at some distance from the current campus, to utilize the significant institutional strengths, opportunities and challenges.
3. Start new programs, independently or in collaboration with other agencies, in cutting edge areas such as mass Mass Communication, Retail Management, Web Designing, Fashion Technology, etc.
4. Scope to start value added courses on Disaster Management, Interior Design, Stress Management, Event Management, Translation, Cosmetology, Fine Arts, Performing Arts, etc.
5. Exploring research potential of the faculty by institutionalizing of consultancy services by establishing formal linkages with industries / institutions.
6. The ICT thrust in teaching / learning be strengthened / expanded to every teaching learning activity to facilitate e-content preparation.



7. Language laboratory be strengthened with the assistance of UGC.
8. Major and minor research projects may be taken up with institutional funding.
9. Sports infrastructure and gymnasium be strengthened to help students exploit their immense potential in this area.

I agree with the observations of the Peer Team as given in this Report.



Shobana Vasudevan
05/02/11
(Dr. Shobana Vasudevan)

Principal
R. A. Podar College of Commerce &
Economics, Matunga, Mumbai - 400 019.

Name & Address of the Peer Team	Signature
Chair person Prof. Prem Sharda, Former Vice – Chancellor, Veer Narmad South Gujarat University, Surat – 395 007, Gujarat.	<i>Prem Sharda</i> 05.02.11
Member Coordinator Prof. (Dr.) P.K. Biswasroy, Head & Dean, Department of Commerce, Berhampur University, Berhampur – 760 007, Orissa.	<i>P.K. Biswasroy</i> 5.2.11
Member Dr. N.C. Chandrasekharan, Former Principal, Kandaswami Kandar's College, Velur (Namakkal), Tamil Nadu – 638 182.	<i>N.C. Chandrasekharan</i> 05.02.11
NAAC Coordinator Dr. Sujata P. Shenbhag, Assistant Advisor, NAAC, Bangalore – 560 072.	

Place : Matunga (E), Mumbai.

Date : 5th February, 2011.



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

*The Executive Committee of the
National Assessment and Accreditation Council
on the recommendation of the duly appointed
Peer Team is pleased to declare the*

Shikshan Prasarak Mandal's

R. A. Podar College of Commerce & Economics

Matunga, Mumbai, affiliated to University of Mumbai, Maharashtra as

Accredited

at the A⁺ level.

Date : February 16, 2004



*M. V. Prasad
Director*

- This certification is valid for a period of Five years with effect from February 16, 2004
- An institutional score (IS) in the range of 55-60 denotes C grade, 60-65 - C grade, 65-70 - C++ grade, 70-75 - B grade, 75-80 - B+ grade, 80-85 - B+ grade, 85-90 - A grade, 90-95 - A+ grade, 95-100 - A++ grade (upper limits exclusive)

Quality Profile

Name of the Institution : Shikshan Prasarak Mandal's
R. A. Podar College of Commerce & Economics
Place : Matunga, Mumbai, Maharashtra

Criterion	Criterion Score (C _i)	Weightage (W _i)	Criterion X Weightage (C _i X W _i)
I. Curricular Aspects	85	10	850
II. Teaching-learning and Evaluation	95	40	3800
III. Research, Consultancy and Extension	85	05	425
IV. Infrastructure and Learning Resources	92	15	1380
V. Student Support and Progression	92	10	920
VI. Organisation and Management	95	10	950
VII. Healthy Practices	90	10	900
		100	$\Sigma C_i W_i = 9225$

$$\text{Institutional Score} = \frac{\Sigma C_i W_i}{\Sigma W_i} = \frac{9225}{100} = 92.25$$

Manish
Director



प्रो. वी. एस. प्रसाद
निदेशक
Prof. V. S. Prasad
Director

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Decennial Year: 2003-2004 | Year of Rededication for
Quality and Excellence

NAAC/A&A/outcome - 229/2004/ए 13

February 16, 2004

The Principal
Shikshan Prasarak Mandal's
R. A. Podar College of Commerce & Economics
Matunga
Mumbai - 400019
Maharashtra

Dear Principal,

Greetings from NAAC.

I am glad to inform you that the outcome of the Assessment and Accreditation exercise of your institution has been processed by the Executive Committee of NAAC on 16/02/2004 and your institution has been *Accredited* for a period of five years with *A+ Grade* (institutional score between 90-95%). The certificate of accreditation with the grade, criterion-wise scores and total scores will be sent to you shortly. I am sure the detailed peer team report given to you already by the peer team will enable the institution to initiate further quality enhancement strategies.

With best wishes,

Yours sincerely,

(V. S. Prasad)



Assessment and Accreditation of Institutions

S.P.Mandali's R.A.Podar College of Commerce and Economics Matunga, Mumbai, 400 019

Part I: Introduction

The R.A. Podar College of Commerce & Economics, Mumbai has had a long history, which commences with the freedom struggle of India. The visionaries of that time realized that they should start an institution which would inculcate the indigenous values and have the thrust of social and cultural value system that are typical to the genius of our country.

In August 1940, the trust known as "Shikshana Prasarak Mandali", Pune, made an application to the Bombay University for permission to start a Commerce College. The Industrialist and Philanthropist and a visionary, Seth Ramdeoji Anandilal Podar was deeply interested in the cause of education. He wished to build an institution in the memory of his brother Ramniranjan Anandilal Podar who had died at a young age. At the cost of Rs.1,50,000/- he constructed the building that houses the college today, and gifted it to the S.P.Mandali on the 7th of February 1941.

The Senate of Bombay University granted permission to start the College initially for a period of two years, with 150 students on its rolls. The College building with its famed clock tower was handed over by Seth Ramdeoji Anandilal Podar to the S.P. Mandali. It started with 150 students in the first Year of Commerce class and 40 students in the Inter Commerce class. Barrister M.R.Jayakar inaugurated the college building formally. The college was named "**Ramniranjan Anandilal Podar College of Commerce**". The Mandali has been rendering notable service under its motto of unflinchingly carrying out the mission undertaken and has kept up its well-defined objectives. The objectives in regard to Commerce education have been to extend popular and reasonably affordable higher education in Maharashtra and to develop an institution

R.P.M.

that would impart appropriate education both in Commerce and Economics.

The institution first started the B.Com. Degree course in 1942 and the word Economics was added to the name of the College. It now became the 'Ramniranjan anandilal Podar College of Commerce and Economics'. The College received permanent affiliation from the University of Mumbai on 17th August, 1950.

The College advocates the philosophy of:

"Samamī va nakootī samamā hridayamī vaham" (one in mind and one in heart)- may this be the atmosphere in which we work at this college, so that a spirit of healthy competition prevails-one in which, each lives and lets another live a more purposeful life. *'Na hi gnyanen sadrasham pavitramīha vidyate'* (there is nothing in this universe as pure as knowledge)- "may this be the mission that guides our students, so that they never stop drinking at the fountain of knowledge in all its forms, curricular, co-curricular and extra-curricular"

Specific objectives laid down by the college, are as follows:

- To impart sound principles of Commerce and Trade in its programmes.
- To develop congenial personalities that can work, both, as leaders and team members.
- To produce God-fearing men, ready to go forth in the world to fight the battle of life by means of a manly, moral and well-regulated course of conduct.

The College building built in 1941 is of Gothic structure with a clock tower. It is located in the central part of the city between Dadar (T.T.) and Matunga (C.R.) providing convenient access by central and western local trains as well as by public bus transport. Students can commute comfortably to the College from distant places.

The Campus area is 27,000 square feet (2500 square meters) and the built up area is 54,594 square feet (5055 square meters). The building has three wings and each wing has ground plus three floors. Every floor of the right and left wings has a very broad corridor of breadth 8 feet and running the whole length of the floor. Parts of the corridors have been enclosed and are used as utility rooms.

R. P. K. 2

The College submitted its Self Assessment Report to the NAAC, Head Office Bangalore for assessment and accreditation. NAAC constituted a Peer Team consisting of Prof. R.P.Kaushik JNU, (Retd.), Former Member UGC, as the Chairman, Prof. Shakuntala Katre, Chairperson Dept. of Zoology and Dean of Science, Bangalore University as Member and Prof. D.M.Basavaraja, Dept. of Commerce, Acharya Tulsi National College of Commerce, Shimoga, as a Member Co-ordinator.

The Peer Team visited the College on 6th and 7th February, 2004 and is submitting its assessments to the NAAC's office on the basis of the data and factual validation, thereof.

Part II: Criterion-wise analysis

Criterion I:

Curricular aspects:

RAPCCE is a single faculty Commerce College. It offers eight academic programmes, four UG Degree Courses - B.Com with Accountancy; Business Management -- B.Com. Vocational Course and BMS. It has two PG Degree Courses - M.Com. with Accountancy and M.Com. with Business Management. It also has one Postgraduate Diploma (DMS) and one Professional Examination I (ICAI). The professional education (Professional Examination I) is meant to lead the students to qualify in C.A. and thereby the student can pursue both, B.Com. Degree and the C.A. Course simultaneously. In all these courses, quality of credible nature is reflected, both in the contents of the course and the opportunities provided to the students to pursue it.

The mission of the institution is to impart sound principles of Commerce and Trade and to develop the overall personality of students so that they can work both as leaders and team members. Towards realizing this mission, the college has set out planned strategies within the permissible curricular content and coverage. The objectives of the mission are periodically reviewed and communicated to all staff members and students.

R.P. Kaushik

The institution has eight departments with a total teaching faculty of 35 and a non-teaching staff strength of 42. It runs all degree courses on either semester (I and II years) or annual scheme (III year and PG), and no credit system of education is followed. There are two Streams of Education – General and Vocational. Under the Vocational Stream the Commerce Faculty has started offering Tourism and Travel Management and Computer Applications, since 1994. Most of the courses are meant to be career-oriented. The time frame and horizontal mobility options are not available to the students. However, elective options and non-core options are also available. Further, since the college functions on a shift basis, the undergraduate students have ample time in the afternoons to attend to “add-on courses” and / or co-curricular activities of relevance.

To a large extent, the objectives of the institution and its mission and goals are reflected through the curricular coverage despite the University having planned and established the courses that are common to desiring institutions.

Several members of the teaching staff provide valuable inputs to the Statutory Bodies of the University during curriculum design and its revision. Three staff members have been actively involved in the framing of the syllabus at the University level. Although modular curricula are not being followed, the university has developed a unitized syllabus that is being followed by this institution. There are several practicing C.A. Professionals who have been inducted as full time or part time teachers. They have fully endorsed the curriculum update and curriculum coverage through contemporary skill-based learning packages with a professional touch. This has given an edge to the students of the college to be exposed to professionalism in commerce and accountancy- which is a unique feature of the Institution.

It is heartening to record that the foundation course offered to the First Year UG Students includes a significant component of “value-based education”. This component has been an important factor in moulding the integrated personality of the “Podarites”. All envisaged new academic programmes of the Institution have been implemented within one academic year. Since admission is given to in house 11th and 12th passed candidates, the continuity in professionalism and learning practices are maintained to the satisfaction of the students.

R. S. Kulkarni

The college has an MOU with Wysetek systems Technologies Limited, Mahim wherein the vocational students of Computer applications are given on-the-job training in computer hardware. It has also developed linkages with a few renowned CA firms of Mumbai to support the institution in placement services. Training is given to undergraduate students as articled clerks.

Criterion II:

Teaching-Learning and Evaluation:

The institution has a transparent admission process. The College follows Maharashtra Government and Mumbai University rules regarding admission to various courses. Students are admitted on the basis of their previous academic record. The Management has been permitted 15 percent seats to be filled in as a part of their discretion. In the second and third year degree courses, the "in-house students" are given preferential admission. The students coming from other countries are selected only if they are sponsored and processed through the proper channel. Students admitted under the sports and extra-curricular quota, are first evaluated regarding their respective accomplishments, graded and then admitted on merit.

While there is no provision for assessing the student's knowledge and skills after admission, the college provides remedial coaching for educationally-disadvantaged students, both formally and informally. This is done through tutorials and teacher-student academic interactions. Advanced learners are encouraged through awards, challenging choice of examination questions, out-of syllabus extra reading and support to appear for professional examinations.

Teachers are encouraged to prepare a unitized teaching plan at the beginning of the academic year, which is discussed with the heads of the departments. Midcourse corrections for syllabus coverage are also undertaken. The lecture method of teaching is supplemented with guest lectures, exposure to management films, seminars, paper presentation at academic meetings, simulated learning techniques, case studies and role-play exercises, actual practice exercises and learning by self doing.

P. D. R.

A central media room with modern A-V equipment is available to the teachers to develop additional teaching aids. In 2003, out of the 293 working days, 175 have been teaching days. Evaluation methods are communicated to the students well in advance, at the beginning of the year through a published prospectus. The student's overall performance is however not monitored during the beginning of the year.

Teaching staff is recruited as per the University notification/norms and Government rules. It is to be noted that many staff from other institutions are also regularly recruited (11 from within and 22 from other institutions). There is a provision to recruit staff on ad hoc basis if need be, and the management shoulders the responsibility of this financial commitment.

Teachers provide handouts of the classroom notes whenever standard text books are not available. In the last two years, 16 teachers have participated in national-level workshops/seminars and 6 have undertaken the responsibility as resource persons.

The college follows a self-appraisal method to evaluate the performance of the faculty and the feedback is utilized by the heads of the departments and the Principal to advise the teachers for any corrective measures (if need be). Student feedback on courses and teacher performance is obtained at the end of the term and the inputs are analyzed and conveyed confidentially to the teachers.

The college has conducted one refresher course and has provided ample opportunity for faculty improvement through UGC-sponsored career-development programmes to all its teachers. During Oct/Nov. 2003, a five-day programme on research paper writing as an integral part of the teaching-learning programme was conducted when all the teachers participated and derived the benefit. Two teachers have won coveted teaching awards during 1998 and 2000. However, the institution has not built up any notable linkages with other institutions for teaching or research.

R. P. Rao

Criterion III:

Research, Consultancy and Extension:

The Institution is positive in promoting research culture amongst teachers. Study leave facility, seed money and adjustment in teaching schedule are a few of the support facilities offered to the teachers in this direction. There is a research committee for scrutinizing project proposals. A sum of Rs. 50,000/- is ear-marked towards research support to the teachers, for disbursement to pursuing 'in-house' research.

One teacher has applied to the University for recognition as a research guide. Four others are in different stages of registering for their doctoral degrees at the University. At present, the college does not have funding through external agencies and it also does not have any method by which the expertise of the teachers is publicized.

The institution has a designated person on additional charge to carry out the extension activities. Such activities are in the form of community development, social work, Medical/health camps, blood donation camps and others. These activities are arranged through the NSS wing of the college. The college also undertakes few of its extension activities through collaborations with NGOs and GOs.

The college has been nurturing the research culture amongst staff and students alike. Even from the stage of plus two education, the young minds are groomed towards projects, hands-on skill development and are guided through research methodologies. Both the UG and PG students as well as the faculty are given good guidance in in-house research.

Good linkages developed between the institution and local as well as distant industries and other organizations have given the students and faculty a strong base to develop its research activities further.

R. L. K.

Criterion IV

Infrastructure and Learning Resources

The college is situated on a plot of land which is 2,500 sq.meters and has a built up area of 5,055 sq.mt.. The college has sufficient number of class rooms with all necessary facilities. The institution has adequate physical facilities to run the educational programmes and administrative functions efficiently. The growth of the infrastructure keeps pace with the academic growth of the college.

The main building has sufficient number of class rooms, separate chambers for Principal and Vice-Principal, Staff room and departmental rooms for various academic departments. The administrative office of the college is situated in the main building. The basement of the main building houses Gymkhana Office, Canteen and Administrative Office. The college has separate common rooms for boys and girls, with amenities like Newspapers, indoor games and toilet facilities.

The College Gymkhana has a small office to store some equipment and records. The size of the office is 10 X 30 feet. It has a table and chairs to seat the Gymkhana – Chairperson, the staff secretary and one peon. There are cupboards to store the equipment. Since the Gymkhana office is at the corner, part of the corridor has been enclosed and is used by students to play carom and chess during their free time. The multi purpose main hall is also used to play indoor games like table tennis and badminton. Judo and boxing are practiced in the main hall. For outdoor games and sports, the gymkhana books courts and grounds of other associations. The gymkhana office opens from 10.00 a.m. on all working days of the College and closes at 9.00 p.m.

The assembly hall, also known as the main hall is a multipurpose hall of dimensions 46.75 x 99 feet. The hall has a seating capacity of 500. There is a stage for the performing arts. At the two ends of the stage there are green rooms of size 12.5 x 16 feet each, one of which is used as a store room.

The college has a good canteen which is seen by a private contractor, appointed by the S.P.Mandali, to meet the requirements of the students. Its timings are 8.00 a.m. to 8.00 p.m. on all working days.

R. S. 2002

The Administrative office of this institution is equipped with 7 computers connected by a Local Area Network. The two areas that have been fully computerized are Admissions and Accounts. A database of students admitted to the F.Y.J.C. is first created and this database is then carried forward until the student graduates. Additions are made for new admissions and deletions for students who leave. This database is further supplied to other departments like the Library and the Examination Departments. It is also used to maintain attendance records of students.

The Institution has a Central Computer Laboratory with 50 Computers and latest Software, Printing and Internet facility. Computer lab monitors the computers installed in the Principal, Vice Principal, Administrative Office and Library. The Computer Center works from morning 7.00 a.m. to 5.30 p.m. It has developed the learning packages for short-term course in Computer Applications. The Computer Center conducts various courses in computer. The computers are maintained through Annual Maintenance Contract entered into with an external agency.

The College Library is housed in a spacious second floor of the building with necessary facilities like, Reading Hall with a seating capacity of over 350, Cubicles for Staff Members and Research Students; Reference Section, magazines and journal sections and medium sized meeting hall. The library has a rich collection of 67,252 books and subscribes to more than 60 Journals and Magazines in different fields of knowledge. It has a computer facility for the routine and administrative work. The college provides inter-library borrowing facilities. Computerization of library and interconnecting facility has been completed. The library has a rich collection of audio-visual cassettes on different topics. It has reprography facilities. The library works on all working days of the college from 8 a.m. to 4.30 p.m. The library has an Advisory committee consisting of Principal, Vice-Principal, HODs and Librarian. Library is managed by qualified and experienced staff. The internet facility is available in the Library. The Library has the facilities like Computers, Audio and Video Cassettes.

The college emphasizes physical education and physical fitness. It has a Gymnasium with modern equipments for physical fitness and exercises. The playground is spread over in a spacious land. College has physical facilities for Lawn Tennis, Volleyball & Football. Besides, it

For P. H.

has indoor game facilities like Chess, Carroms, Table-tennis etc. The college encourages its outstanding sports persons by providing incentives - Sports Scholarships and Prizes, felicitating the sports persons at a special function and awarding number of trophies to champions. Special coaching is given to players by professional coaches. The college has produced outstanding sports persons who have represented the college at University, State, National and International level sports activities. Farooq Engineer, Sanjay Manjrekar, Vengsarkar, Ravi Shastri, Rohan Gavaskar, and other well known International Cricketers and other sports persons are the products of this college. They have been in contact with the college thus motivating and encouraging the present students in developing skills in their respective areas of interest.

The college organizes regular medical checkup camps for boys & girls students during first year of U.G. & P.G. classes. Medical facilities are provided to students and staff with the help of a clinic located near the college.

The college has N.C.C. wing. It has produced number of outstanding cadets. The regular upkeep of the college campus, security and maintenance has been outsourced while the general upkeep is looked after by the menial staff, gardeners and employees of the cleaning department. The Campus is maintained with good landscape.

The entire space in the college is utilized to the optimum level. The optimum utilization is ensured through departments and committees consisting of staff members working for relevant activities. The infrastructure facilities of the college are used by the external agencies for conducting classes, examinations, tests, seminars etc. The college facilities are used from morning 7.30 am to evening 8.30 pm by running U.G and P.G courses in shifts. The college has hostel facility for boys. College has a Seminar/Conference hall and an auditorium.

The college has established linkages with number of National Institutions. The college generates sufficient funds through self-financing courses and from research funding agencies.

B. A. [Signature]

Criterion - V

Student Support and Progression

To motivate student to excel in their academic activities certain incentives are offered. The various types of scholarship given by Central and State Government are made available to the students. In addition, the college provides financial assistances and free education for the student with meritorious achievements in sports, athletics and academics. The college issues a prospectus giving clear guidance to the student about admission, fees and about student support activities.

The college has an Employment Cell and placement officer to offer counseling to students. The Employment Cell of the college motivates the students to seek self-employment and to achieve this, lectures by successful entrepreneurs are arranged in the campus. Associations like the Study Circle, Library Users Group and facilities like Computer Center and Commerce Laboratory provide sufficient academic support to achieve the academic goals of the student. "Poor Boys Fund" and "Student Welfare Fund" are used to help the needy student.

Personal counseling, NSS, NCC, are other important activities of the college. The various sports and recreational services available to the student are Nature Club, Debate Club, Student Magazines, Cultural Programmes. Cent percent students appear for the examination drop out rate was 0.13% in 2001-02 and Nil in 2002/03 which is a commendable achievement. The students are encouraged to appear for competitive examinations such as U.G.C., TOFEL, GMAT, C.A. and C.F.A etc. and good number of students have passed in competitive examinations. The college conducts special coaching classes for the students to take up PE I examination of C.A.

The college collects feedback regularly from students to assess their progress. The College provides various recreational facilities to the students through Nature Club, Debate Club, Students Magazine, Cultural programmes, Adventure Club. After graduation nearly 75 percent of the students go for higher studies. Since college is more than 6 decades old, number of outstanding students are occupying important positions in industry, business, sports and public life.

R. S. K. C.

* Criterion - VI

Organization and Management

The college was established in 1941 by the freedom fighters and social reformers. The college has constituted the local managing committee as per the rules laid down by the Maharashtra Universities Act 1994. It is managed with the help of Admission Committee, teachers selection committee, library committee, Purchase Committee, academic committee, Research Committee, Examinations Committee and so on. Academic and administrative planning in the institution move together. Management techniques and technologies are used by the institution for efficient running of every administrative and academic decision making. The finances of the institution is judiciously allocated and effectively utilized to make its programmes and functioning cost effective. The college has an efficient internal co-ordinating and monitoring mechanism.

The college has a continuous and whole-hearted support of the office bearers of the Management of parent institution. Management extends valuable support in term of resource generation and a backup of the infrastructure facilities. The organization of the internal management with the help of teaching and administrative staff is conducted smoothly.

The college has a dedicated team of administrative staff and menial staff. The maintenance of records, keeping of accounts and efficient establishment section are looked after by the seniors in the administration.

There is a special committee to prepare academic calendars under the guidance of academic heads.

The staff appointments are made through selection committee, after obtaining approval from the appropriate authorities.

The college has conducted professional development programmes for its non-teaching staff.

The college has a grievance redressal cell which attends to the grievances of the employees and students and makes all efforts to solve the disputes at an early stage.

B. K. K. ✓

The tuition and other fees charged by the institution is very reasonable.

The institution has number of welfare programmes for students as well as for Teaching and non-teaching staff. Staff tea club, indoor games, occasional lunch and dinners, and free admission to the children of the staff are some of the welfare measures.

Criterion - VII

Healthy Practices:

- The College possesses some special features which are note worthy. There are five power generating centers in the college namely class room, library, playground, stage and platform. The students are urged and encouraged to participate in the activities of all five centers for the sake of all round personality development.
- **Attendance record** - Attendance record of the students is meticulously kept by every teacher and for all lectures the signatures of the students are obtained to mark their presence. The attendance committee compiles all this record every fortnight and the list of defaulters is prepared.
- **Anti - ragging squad** - This project is undertaken every year by the N.S.S. (Senior and Junior) units of the college. The programme officers along with the team of N.S.S. volunteers are on constant vigil during the opening week, to protect the newcomers.
- **Students' Council** - Every year the Students Council is formed according to the rules and norms prescribed by the University. The Council acts as an apex body to harmonise the activities of various cultural circles in the college and to see that proper educational environment is created to give the students full scope to realize their potential. "RAPPOR" is an important annual festival organized by the Students Council.
- **Examinations Committee** - Steps are taken to conduct the examinations as per the rules and regulations laid down by the University. Paper-setting, proof-reading, strict supervision,

B. 12

marking of answer books, assessment work done on time and resolutions regarding grace marks – all these details are properly worked out and carried out.

- **Discipline Committee-** This is a committee of teachers appointed by the Principal to maintain discipline and decorum within the college premises. The discipline committee is constantly on vigilance.
- **Local Managing Committee -** This is the vital link between the Management, the teaching and the non-teaching staff. The Committee gives legal representation to these three stake – holders.
- **Academic calendar -** Every academic year is full of multiple curricular, co-curricular and extra curricular activities. They are planned strategically well in advance, and that too from macro to micro level.
- **Decision-making -** Decision making in this college is mostly by informal discussions in the staff common room meetings, Committee meetings, and departmental meetings. Decisions are taken by participatory discussions and consensus.
- The college at present has many twinning programmes through N.S.S., Industrial Visits Committee, Speaker's academy and the Artists Guild. The N.S.S. works in the close collaboration with CRY, NAB, AGNI and Sion Hospital. Industrial visits to various industrial units.
- Speakers' Academy encourages the students to participate in various inter-collegiate competition. It makes the best use of the literature published by the forum of Free Enterprise and services of British Council Library.
- The Artists Guild is very active in participating in the Cultural Competitions organized by I.N.T.Malhar, Mood Indigo, ISCUS and other organizations.

R.I.K.

- **Ganeshotsava** - By celebrating festivals like Ganapati and Satyanarayan Pooja on the College campus, values of integration and harmony are developed.
- **Event Management** - The Co-curricular Forums in the College organize multiple events. These events include speeches, debates, discussions, competitions, exhibitions, one-act plays, variety entertainment, quiz contests, musical recitals and many such socio-cultural events. The Management of all these event is of, for and by the students. Students plan and execute these events. Students look after - i) Contacting, inviting, receiving, entertaining and introducing the Guests, ii) Making stage arrangements and decoration, iii) Compeering and conducting the actual events, iv) Making the physical and practical arrangements, such as mike system, transport. v) Keeping the accounts and submitting them to the college office through the chairperson within the stipulated time limit. vi) Preparing the reports of all the events and getting them published in the college magazine.

Part III

Overall Analysis

The college possesses some of the outstanding features that account for its good reputation. The Institution possesses state of art features both in its academic programmes as well as in diversified spheres of growth and development of students and the faculty.

Although this is not a point of reference for the Peer Team in the evaluation of the Institution, India Today's Report of best Institutions in the country is a helpful factor. That this Institution was rated as one among the ten top Institutions in the country is laudable.

Significant features of this Institution of repute are as follows:

- Outstanding alumni in the fields of Sports, Music, Performing Arts, Administration and Politics, and the

B. P. ...

covetable Corporate positions held by many of them stands testimony to the institution. The management and the institution have been quite proactive in encouraging the students to become achievers. This is a harbinger for motivating the present students to excel in their academics as well as extra- and Co- curricular activities within the institution.

- The component of value-based education imparted to the students has been creditable in moulding the students into accomplished end products and notable citizens of the country.
- The significant civic responsibilities inculcated amongst the students through involved NSS and NCC activities are noteworthy.
- Involving adjunct faculty of practicing Chartered Accountants and Lawyers in the Teaching programmes of the institution has probably given the edge to this institution to be a cut above the others.
- The College provides ample practical training and hands-on skill to the students to be able to acquire need-based training and not just theoretical knowledge.
- The dedication and involvement of the teachers in all the activities of the students is praiseworthy.

Some of the other areas in which the institution may carry itself in the future are:

- More emphasis on in-house research by the teachers, who can seek funding through research projects and faculty improvement programmes.
- With the academic strength and credibility that the institution has built over the years, the college should make efforts to attract overseas students, to give it a global acceptance.

Prof. K. S. ...

- The Alumni Association has been formally started only recently. The Association should be invigorated, with appropriate networking and once activated, the alumni can support the institution in its further growth and development.
- The college may make efforts to seek autonomy so that it can have academic freedom to design and develop its future academic programmes.

The Peer team Members wish to place on record their thanks to the Management, Principal and the Staff of the R.A.Podar College of Commerce and Economics, for their full co-operation and support in completing their visit to the institution. The Peer Team members wish the institution and its community success in its future endeavors.


Signatures of the Peer Team Members:

 7th Feb-2004
(Prof.R.P.Kaushik – Chairman)

 07.02.2004
(Prof.Shakuntala Katre – Member)


(Prof.D.M.Basavaraja, Member-Co-ordinator)

The contents of the report are acceptable

 10/02/04
(K.C. Kuriala) R. A. Podar College of Commerce &
Principal, Economics, Mumbai - 400 019
R.A.Podar College of Commerce and Economics)

Place: Mumbai
Date: 6th February 2004



Education Department,
Bombay Castle, 3rd November, 1950.

From

The Under Secretary to the Government of Bombay,
Education Department.

To

The Registrar,
University of Bombay.

Subject: R.A. Podar College of Commerce and Economics,
Bombay.

Permanent Affiliation of the - to the University
of Bombay.

Sir,

With reference to your letter No. 29364 dated the 18th
September, 1950, on the subject mentioned above, I am directed
to forward herewith a copy of Government notification, Educa-
tion Department, No. UBF2050U, dated the 3rd November, 1950, for
your information.

Yours faithfully,

sd/-N. B. KARGNEKAR.

Under Secretary to the Government of Bombay
Education Department.

NOTIFICATION
Education Department
Bombay Castle, 3rd November, 1950.

No. UBF2050U-Under sub-sections (3) and (4) of Section
39 of the Bombay University Act, 1928, the Government of Bombay
is pleased to sanction the affiliation of the R.A. Podar College
of Commerce and Economics, Bombay, to the University of Bombay,
permanently for teaching courses of study leading up to the B.Com
degree in all the seven special subjects with retrospective effect
from the 20th June, 1950.

By order of the Governor of Bombay

V. M. SARDESAI,
Secretary to Government.

No. 3776 of 1950

Copy forwarded with compliments to the Principal, R.A.
Podar College of Commerce and Economics, Matunga, Bombay-19,
for information.

Bombay,
14th November, 1950.

Over State
15/11/50
REGISTRAR,
University of Bombay.

Prasanna
Principal

copy to hand

UNIVERSITY OF MUMBAI



953
 No.ICD/2015-16/ / 2015
 Mumbai 400032
 10TH August, 2015.

TO WHOM IT MAY CONCERN

This is to certify that R A Podar College of Commerce & Economics is affiliated to the University of Mumbai since 1941 and recognized by the University Grants Commission and the following Programmes are conducted in the said college as per approval

Sl No	Name of the Course(s) and Duration	Affiliation		Period of Validity for the year(s)
		Permanent	Temporary	
(I)	Three year B.Com (Accountancy)	Permanent		-
(II)	Three year B.Com (Management)	Permanent		-
(III)	Three years BMS Course(Permanently non-grant basis)	Temporary		2003-04 to 2015-16
(IV)	Two year M.com (Accountancy)	Permanent		-
(V)	Two year M.com (Management)	Permanent		-
(VI)	Two year Post graduate Diploma in Management studies	Permanent		-
(VII)	Ph D in the subject of Banking and Finance	Temporary		2008-09 To 2015-16



[Signature]
 DR.M.A. KHAN
 REGISTRAR

Name and address of the college	Status	Year of Estb.	Nature of Affiliation	Teaching Upto	Govt or Non Govt	Aided or Unaided
Prahladrai D.L. College of Commerce & Economics S.V. Road Malad (West) Mumbai - 64 District Mumbai Maharashtra	2(f) and 12(B)	1972	Permanent	Master's	Non Government	
Prin. Welingkaar Institute of Management Development & Research Near Matunga Central Rly. Station, Matunga, Mumbai-400 019 Maharashtra	2(f)	1984	Permanent	Bachelor's	Non Government	
Pushpanjali College of Education 50 M.G. Marg Papdy Vasai (W) Dist. Thane - 401 207 Maharashtra	2(f) and 12(B)	1990	Permanent	Bachelor's	Non Government	Unaided
✓ R.A. Podar College of Commerce & Economics Matunda Mumbai District Mumbai - 400 019 Maharashtra	2(f) and 12(B)	1941	Permanent	Master's	Non Government	
R.J. College of Arts & Science & Commerce Opp. Railway Station Ghatkopar Mumbai - 400 086 Maharashtra	2(f) and 12(B)	1963	Permanent	Master's	Non Government	
R.K. Talreja College of Arts, Science & Commerce Ulhasnagar - 3 District Thane Maharashtra	2(f) and 12(B)	1961	Permanent	Master's	Non Government	
R.P. Gogate College of Arts, Science & R.V.J. College of Commerce Ratnagiri District Ratnagiri - 415 612 Maharashtra	2(f) and 12(B)	1945	Permanent	Master's	Non Government	

2. A building may be properly named after a person if that building has been built out of funds specially collected to commemorate the person. The University Grants Commission is doubtful of the propriety of naming the buildings largely constructed with the help of grants given by the Commission after any individuals without consulting the Commission.

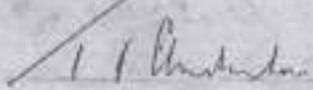
Yours faithfully,

Sd/-
(S.MATHAI)
SECRETARY.

UNIVERSITY OF BOMBAY

No. 454 of 1959.

Copy forwarded with compliments to the Principals of constituent colleges which have been recognised under Section 2(f) of the University Grants Commission Act, for information.


University Registrar.

Bombay,

30th November, 1959.

To

- The Principal, Hyderabad (Sind) National Collegiate Board's Law College, Bombay-1
- " " Siddharth College of Law, Bombay-1.
- " " St. Xavier's College, Bombay-1.
- " " Wilson College, Bombay-7.
- " " Ramnarain Ruia College, Bombay-19.
- " " Khalsa College, Bombay-19.
- " " Sophia College for Women, Bombay-26.
- " " Siddharth College of Arts & Science, Bombay-1.
- " " Jai Hind College & Basantsing Institute of Science, Bombay-1.
- " " M.M. College of Arts & N.M. Institute of Science (Bhevan's College), Bombay-7.
- " " Rishi Dayaram & Seth Hassaram National College and Seth Wassiamul Science College, Bombay-20.
- " " Ruparel College, Bombay-16.
- " " Kishinchand Chellaram College, Bombay-1.
- " " D. E. Society's Bombay College, Bombay-28.
- " " R.A. Podar College of Commerce & Economics, Bombay-19.
- " " Siddharth College of Commerce & Economics, Bombay-1.
- " " St. Xavier's Institute of Education, Bombay-1.
- " " V.J. Technical Institute, Bombay-19.
- " " The New Law College, Bombay-16.
- The Dean, Seth Gardhanias Sunderdas Medical College, Bombay-12.
- " " Topiwala National Medical College, Bombay-8.
- " " Nair Hospital Dental College, Bombay-8.
- The Director, Bharatiya Vidya Bhavan, Bombay-7.
- The Director, Indian Institute of Education, Bombay-7B.
- The Director, Marathi Sanshodhan Mandal, Bombay-2.
- The Director, The Tata Institute of Fundamental Research, Bombay-1.
- The Director, Anjuman-e-Islam Urdu Research Institute, Bombay-1.
- The Director, Psychological Research Institute, Bombay-21.
- The Head, Bombay Natural History Society, Bombay-6.



F. No 5-37/13(WRO)

Date: 27.03.2014

The Principal,
R A Podar College Of Commerce & Economics,
Telang Road,
Matunga,
Mumbai - 400019.

VP Ms. S. Subramanian
VP Ms. K. J. J.
Mrs. U. Patil
Mr. R. R. K.
All discons and let us do the needful.
23/3/14

Subject: XII Plan allocation under General Development Assistance to Colleges.

Sir/Madam,

I am directed to convey the approval of the UGC to R A Podar College Of Commerce & Economics, Matunga, Mumbai- 400019 the XII plan allocation of Rs.4641650/- under the "General Development Assistance" for the development of undergraduate and postgraduate education. The UGC in the XII Plan has decided to provide grants under General Development Assistance as 'Block Grant'. The college will have the flexibility to incur expenditure under the following heads as per the needs of the college. Accordingly, grant allocated under GDA to the college is under two object heads viz. Grant-in-aid General (31) and Capital Assets (35).

Capital Assets (35) 80% of total allocation	Grant-in-aid General (31) 20% of total allocation	Total
Rs.3713320/-	Rs.928330/-	Rs.4641650/-

- The above mentioned allocation is meant for the development of undergraduate and postgraduate education.
- The college has to constitute a Planning Board with Principal as Chairman and Heads of departments, IQAC Coordinator, Librarian & Bursor/Senior person from the Accounts department as members
- The Planning Board will finalize allocation to Undergraduate and Postgraduate departments after identifying the heads and deciding on priorities of departments.
- The eligibility criteria for Undergraduate and Postgraduate departments to get assistance under the scheme is given in the XII plan guidelines for Development grant to colleges.
- The Planning Board may refer to the guidelines before finalizing allocation to Undergraduate and Postgraduate departments
- After finalizing the budget allocation for Undergraduate and Postgraduate education, the Planning Board should submit the details as per Annexure - I and Annexure - II in the XII plan guidelines to the UGC (WRO), Pune latest by 30th June 2014.
- Expenditure on construction, extension, and renovation of building should not exceed 50% of the total grant under GDA. The college must inform the requirement of funds or otherwise for construction, extension, and renovation of building before 30th June, 2014 to enable further release of grant under the scheme.
- UGC has already released adhoc on account grant to the college against this XII Plan allocation.



Government of India
Ministry of Human Resource Development
Department of Higher Education
Statistics Division
New Delhi

Certificate



Reference No. C-34086-2015

This is to certify that Dr. Smt. Shobana Vasudevan of R A Podar College of Commerce & Economics Matunga Mumbai 400 019 has successfully uploaded the data of All India Survey on Higher Education (AISHE) 2015-2016.

(B N Tiwari)

Deputy Director General

Dated: 29/01/2016



शिक्षण प्रसारक मंडळी, पुणे ४११०३०

R. A. Podar College of Commerce & Economics

Accredited A Grade with CGPA of 3.63 by NAAC

Matunga, Mumbai - 400 019, India.

Tel.: 2414 3178 • Fax : 2414 1964 • E-mail : info@rapodar.ac.in • Website : www.rapodar.ac.in

Ref. No. : _____

Date : _____

Certificate of Compliance (Affiliated Institution)

This is to certify that...S.P.Mandali's R.A.Podar College of Commerce and Economics, Matunga, Mumbai, fulfils all norms.

1. Stipulated by the affiliating University and/or
2. Regulatory Council/Body [such as UGC, NCTE, AICTE, MCI, DCI, BCI, etc] and
3. The affiliation and recognition [if applicable] is valid as on date.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Date: 16th Sept 2015
Place: Mumbai

Principal / Head of the Institution

(Name and Signature with Office seal)