

Self Study Report

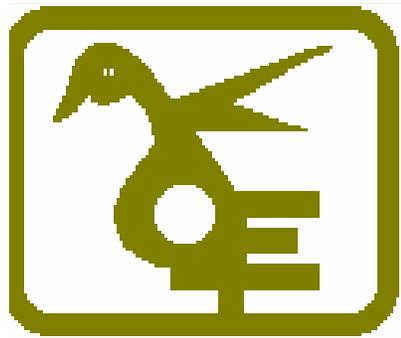
Self Study Report

PART II

1998

for

National Accreditation and Assessment Council



v.g.vaze college
mumbai

Mithaghar Road, Mulund (E), MUMBAI-400081
Ph. 022-5671422, 022-5671423, e mail : ketvaze@bom3.vsnl.net.in

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CHAPTER I

Executive summary

The study was a matter of Academic Vigil arising out of introspection appraisal and evaluation.

The Report involved differentiating, conventions and rules, motivations and persuasions, accomplishments and deliberate inputs, weakness and justifications.

Self study Report of this nature is a complete task by itself, regardless accreditation

Initially a group of faculty was informally constituted and the concept of NAAC and Self Study Report was introduced. This pilot group has free discussions on the issue. The core group has already developed commitment to education and institution by virtue of their earlier experience and ideology. The information published by NAAC was circulated for preliminary study.

The composition of the team that followed had the pilot team in it. The job of this dimension needs motivation and sustenance. The team is needed to be self motivated so as to sustain efforts upheavals the committee may encounter during the job.

The Principal constituted a committee with Mr. CVS Ranga Sai as the Steering committee Chairman. The committee comprised of

1. Mr. CVS Ranga Sai, Chairman
2. Mr, Dinesh Kumar, English Dept.
3. Mr. KG Bhole, Physics Dept.
4. Dr. RS Hande, Zoology Dept.
5. Dr. Karmarkar, Librarian
6. Mrs. Sonali Pednekar, History Dept.
7. Mr Satish Shinde, Registrar

The term of reference provided the Committee to appoint sub-committees, adopt additional members vide an office order.

There after, the support systems were informally developed so as the manage the logistics of information and data. The job involved classification of the nature of job.

The Committee Had its formal meeting on 28 Mar 1997. The Committee then approached the Faculty Council (Staff Common Room) and the Forum of HODs.

The Department Heads and the Association incharges were provided a schedule in which specific information was solicited. This

way, the Committee collected the information regarding the Association activities and the Faculty profile.

The library was the central point of information collection. The earlier publications and documentation of past information was retrieved by the library.

The office, with Mr. Kadam, the head clerk, provided the useful information regarding the administrative and organizational data.

Above all the senior faculty members like MR. KG Bhole , and Dr. P.N.Pabrekar provided useful information from their personal archives. The Accounts Section provided the valuable information regarding the budget and financial statements.

While drafting the Report the methodology deliberately considered continuity in reading as the main component of matter. So the Report does not present itself as a question answer format for all the guidelines given in the relevant manuals of Self Study Report.

In the process of the study the committee identified an audio-visual documentary prepared on the college on the eve of the decennial celebrations of the college. The programme titled “The dream of a visionary” documents the growth and objectives of the Institution for the period upto 1994. It has been found that the contents of the programme are very much in the lines of the data solicited by the self study report. The documentary is being provided as an A-V annexure to the main report.

Salient features :

The Committee endorses the fact that the Report provided an insight into the dynamics of an academic institution in pursuit of academic excellence. In the past the reputation the Institution received was considered as an out come of the good result and campus discipline. The Study provided the component analysis. This leaves us a conclusion that quality is not a matter of accident but involves deliberate coordination of various systems and sub-systems. The working of the general administration is not based on convention but the practices arising out of well planned systems.

It was really, educating to find how the College could optimize its operations even in those field where the parameters of functioning are rigid and uniform for all institutions.

Admissions, examinations, curriculum conduct and dissemination does not provide any freedom to engineer the practices towards quality. But the institution could effectively, monitor these systems towards

excellent goals. The credit is to the personnel of the Institution and leadership provided by the Principal.

STRENGTHS :

The personnel relations in the college is uniform and devoid of any attrition at department level or inter department level or at the college, inspite of the fact the personnel represent various language, cultural and academic backgrounds. Thus, the institution displays harmonious personnel relations arising out of empathetic leadership.

The strengths of the institution include its clear policy towards admission. The merit based admission and exclusion of any pecuniary interests in the admission has earned the Institution the reputation of a well managed, quality conscious college.

The academic results which are comparable with the best in the City, earned the College the social recognition.

The maintenance of College campus and student discipline made the Institution a favorite among the parents for seeking admission

The alumni of the college in prominent places earned the college wide reputation. Each year, the College churns out 450 students for professional courses after XII standard. The National institutes like IIT get around 8 of Vaze College students, each year.

In the field of extracurricular activities, Dimensions- the inter Collegiate festival, is reputed due to efficient conduct. In a three day festival, on an average 10,000 people visit and return satisfied. The organization and facilities are rated best.

In the field of sports, the college has a prominent mark at events ranging from University level to international levels.

WEAKNESSES :

The weaknesses are two fold. The weaknesses arising out of system rigidity and those arising out of inadequate inputs.

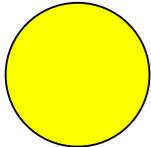
With rigidly defined curriculum, it is difficult to provide such education which is challenging and worthwhile. In the general stream of education this is more pronounced. The curriculum narrows down the possibility of innovations.

The students are bound to be examination and score oriented in a competitive environment. The immediate object of the students is examination. It is difficult to enforce those coveted values among students for which the education is actually meant for.

In terms of personnel management, efficiency can not be rewarded in the rigid frame . The normative aspects of motivation play supreme.

Attaining high levels of motivation and sustenance poses a huge task for Leadership in the academic hierarchy.

The College has entered its teens. It is fifteen years old. It may be essential to provide booster system reforms to avoid any eventuality of academic or organizational inflexibility in the system. It is problem similar to adolescence.



In the conduct of the Study the Committee identified certain areas of deficiency. These are the areas the Institution needs to put in additional efforts. In the course of the text it is presented with a symbol shown herewith. The important deficiencies include.

- The need for upgradation of computer hardware/ software
- Developing consultancy and research on approved projects
- Strengthening A-V production unit
- Expanding Trust courses in diverse fields
- Initiating Student News letter for better communication
- Formalising vocational course administration
- NSS should diversify into rural projects.
- Diversifying data base

EPILOGUE :

The committee feels that the job has been accomplished. But there is always a sense of insecurity which remind that the work could have been better than what it is. Regardless, Accreditation or evaluation by NAAC, the Report has provided an insight into the Institution .

An independent study by India Today, rates Vaze College as 18 in India. This is considered a significant achievement during the 14 th year of the College. It supports the candidature of the College for accreditation. Further, the article carried by the Indian Express , Qualifies the college as 'Very good' on the basis of study conducted by the University.

The Committee keeps on record the cooperation received from the Heads of the Departments, the College Office, the Students and others who provided valuable information, candid views and motivation needed for accomplishing the task of this magnitude. The autonomy granted by the Principal to the Committee in expressing the opinions freely is commendable.

CHAPTER II INSTITUTIONAL GOALS AND OBJECTIVES

The Institutional objectives for the College are drawn from the objectives of the Trust as laid down in the documents of inception. The objectives of the Trust provide adequate opportunity for the Institution to nurture its ambitions and plans.

1.1 OBJECTIVES OF KELKAR EDUCATION TRUST

The objectives of the Trust presents the blue print of management's vision and values.

It is the development agenda for the institution.

The success of the institution depends on the clarity of objectives and the determination in achieving those objectives.

Late Shri V.G.Vaze, after whom the College is named, was an industrialist and a philanthropist. For a long time, he had been promoting educational activities through donations to institutions or grants to students from economically weaker sections of the society. He decided to make these activities more meaningful for the people of Mulund (Mumbai) by setting up Kelkar Education Trust in 1979 to start a College to provide higher education in the fields of Arts, Science, Commerce, Management sciences and vocational courses among others. An important thrust area is developing scientific technology through R & D efforts.

The aim of the Trust is to provide total education system. Hence in addition to the regular academic schedule, emphasis is given to the development of critical ability, work ethics and personality building. This is expected to help the individual to adjust to the socio economic and cultural environment. Such an enrichment is possible sought through motivating the academic and non-academic staff, and the students thus providing a conducive environment and excellent infrastructure.

1.2 PRIORITIES

Given this ambitious charter of objectives the priorities are drawn. These priorities are :

1. creating a distinctive academic culture, quantifiable in terms of results and records.
2. Providing those additional inputs of personality development for the students, which will have durable value.
3. Striving to administer curriculum in such a manner that the same old curriculum will provide better utility
4. Making curriculum effective to all by providing remedial and corrective courses
5. Development of cocurricular skills, providing larger opportunities for the students to grow
6. Providing effective counselling services for personality development, career building, and managing stress related problems.
7. Procuring a prominent position for the Institution in the academic circles
8. Resourcing and conducting Academic programmes / workshops
9. Participation in the academic bodies and contributing in the curriculum development in the wider sense.
10. Faculty development
11. Diversifying into extension education
12. Providing effective College- Industry interface for mutual benefit
13. Provide for forward and backward linkages to higher education
14. Academic exchange programmes with institutions in the country and abroad,
15. Autonomy
16. Advanced research and consultancy.

It can be understood in the course of the Study report that out of priorities, thirteen have already been accomplished ; least in a modest way. The future plans will see the College pursuing the wider objectives going outside the precincts of academics.

The formal education is rigid in its content and utility. To make higher education more meaningful, utilitarian and purposeful the College made several attempts with varying degree of success.

1.3 INSTITUTIONAL OBJECTIVES :

The institutional objectives which are derived from the Trust's goals constitute the operational phase of development blue print.

The objective of the Institution is to provide an excellent infrastructure and faculty to ensure high quality of Higher Education. Besides, College is very keen to offer vocational and extension programmes so that the students get a relevant higher education. The social responsibility of the students are also highlighted through appropriate programmes. In short more than the examination, the focus of the College is on all round personality development of the students.

The main object of the trust is to propagate the selfless service to the community without any discrimination.

The education, it is felt can ensure maximum mental development so that the quality of the human being kept elevated to higher levels. It requires a team of highly qualified and competent teachers for internal inputs and interaction with wellknown personalities drawn from different field as guest speakers. The College has contributed substantially in this area. The Library of the College is also equally important. Here again the College has been able to provide latest books, Journals as well as Audio Visual releases. The Management of the College interacts with the faculty on a continuous basis. Here in the words of the Chairman :

'More than the money and time, the commitment which is born in the making of the College is precious and rewarded.'

The Institution also plays a significant role in establishing linkages between the College and the School Sector on the one hand and the College and the Industry and Trade on the other. The backward linkage enables the School Children to get the benefit of the College faculty and infrastructure in developing their scientific knowledge and temper. They are motivated and trained to appear for national talent search examinations in Science and Sports.

The linkage forward with Industry and Trade and other organisations enables the College to draw from these areas of human resources and skills to interact with staff and students and also to find out opportunities for placing the under graduates on jobs during vacation or after the graduation. The basic goal of the Institution is to build the

personality of the student and make them fit into the outside world and face with self confidence.

When the nation faces the problems of unemployment, under employment and unemployable graduates alike, the college has the dream of releasing more employable, competent and positive individuals in the job market.

The Institute has also got a vision of making an ambient atmosphere for the learning-teaching process. It expects the individual teachers, non teaching staff and students to be self-motivated. For achieving this unique goal the institution believes strongly in '*Transperancy*', '*rapport*' and '*understanding*'.

The word '*discipline*' would be used rarely in the conventional sense. It would ideally be observed as a self-generated watchword by both students and teachers. And to have a lasting value, it has to come with minimum compulsion.

To sum up, Vaze College aims to set up a lasting academic culture in this part of the Mumbai Suburb.

1.4 LOCATIONAL RELEVANCE :

The College is located in a central suburb of Mumbai. Located 33 kms from Mumbai CST , it is 1.8 kms from Mulund Railway station on the East .

The land for the college is made available from the master plan of the city amidst lush green fields belonging to the Government department. The College is situated in a 10900 sq. mt. Plot. There are plans of acquiring the neighbouring land which will enable the College have a separate Library and Gymkhana building. This is a part of the Master plan for the College.

Originally, Mulund East, where the college is located was less developed than other parts of the suburb. Over the years the area has developed terms of land appreciation, transport facilities and building works.

The College caters largely to the local population on either sides of Mulund and immediate neighbourhood. Together, Mulund has a

population of six lakhs. In the area this is the only Arts and Science College. On the Mulund west there is a Commerce College, established in 1970.

Further, the students are population also consists of representation from the neighbouring Thane, Bhandup, and Vikhroli. Students also come from distant places like Dombivili, Kalyan and beyond. The students coming from far of places prefer the College due to its quality image.

For the Science stream the College is popular and is the first choice of students inspite of alternatives. For the arts faculty there is no other degree college in the vicinity. For Commerce stream, the college has to compete neck to neck with the neighbouring Colleges, Mulund College of Commerce. However, the parents first choice again swings towards Vaze College due to its disciplinarian outlook.

Economically, majority of the students are from middle class and this can be seen in the students' outlook : physical and academic.

The composition otherwise is cosmopolitan. There is no segmentation of students in any other manner, whether social or political.

Mulund has several industries in the neighbourhood. The college is located equidistant from the Mumbai's industrial belts Vikhroli - Thane belt and Thane - Belapur belt. There are large industries and small units aswell, such as industrial estates in Mulund, Thane and Dombivili and the MIDC units at visible distance.

The college maintains Collage-Industry interface for the diverse purposes. The Vaze Vocational Interface Group of the College is responsible in maintaining the line of contact for the purpose of on- the-Job training, placements, evaluation and resource persons for vocational training inputs.

CHAPTER III CURRICULUM DESIGN AND REVIEW

Curriculum design for an affiliated college is a matter of compliance more than competence .

The accountability is matter of self imposed attribute more than routine.

The competence rests in the curriculum administration and enhancement.

Continuous objective evaluation and openness to change ensure quality in higher education.

The College being affiliated to the University of Mumbai, the curriculum is specified by the University bodies and any revisions thereof are also prescribed by the University.

2.1 MACRO CURRICULUM PLANNING

In case of a new subject being included or a syllabus being revised, the Board of Studies at the University suggests the curriculum changes carried on by the sub committees appointed by the specific purpose. The Board then, considers the revision or inclusion in the wider perspective and the final draft is drawn by consensus of the Board.

The suggested curriculum is placed before the Academic Council of the University and it is approved, with modifications if any subject to the criteria of work load and relevance and backward and forward integration of the curriculum.

The curriculum is passed over to the constituent colleges. The colleges thus do not have a choice of the curriculum. However the colleges have a the freedom of curriculum implementation . This is only at the first and second year subjects. The third year examinations are conducted by the University hence there is no freedom of even enhancing the curriculum.

The College Development Council now known as the Board of College and University Department, at the University of Mumbai may conduct consensus workshops for the purpose of uniformity.

The Colleges may voluntarily conduct workshops for the benefit of teachers in co-ordination with the members of board of studies. The College has conducted several workshops in the past for similar purposes, at the wake of major curriculum changes.

Find enclosed the consensus workshops conducted by this college in case of Vocational courses introduced by the UGC 1995-97. In the workshops the following aspects are covered :

- Description of the syllabus.
- Defining the core and peripherals
- Describing the coverage
- Preparation of question bank
- Modalities of curriculum implementation
- Model question paper and evaluation
- Feed back and curriculum evaluation.

Recently the University has implemented a new scheme where the question papers set by the constituent colleges are collected for review and evaluation. It is expected that such practice may prevent the colleges from tampering with the syllabus and examination.

At the college level the Heads of the Departments carry out operational meetings for curriculum implementation. Depending on the Academic calendar and the number of lecturing days available the curriculum is devided. The Departments also enhance the suggested references and text books. This is done in liaison with the Library Committee and the Departmental budget for the procurement of books. This enables the information to reach the grass root level of the curriculum functionaries.

Specific to Vaze College, in the past when new subjects have been included, the College generated resources for strengthening the curriculum. In case of a new interdisciplinary subject called Foundation Course, the college provided audio visual material which was immensely applauded by other constituent colleges.

In several occasions the College faculty has been instrumental in designing the curriculum. The College faculty appear on several committees of the University as can be seen from the faculty profile. At a given point of time the College has representation in *Seven Boards of Studies of The University, memberships in the Senate, Academic Council*

and the Management Council. At present, while Principal Kurup is a member of the Management Council, the highest body of the University, the Vice-Principal, Dr, RT Laul, is the Dean of the Science faculty. It is generally opined that the College is elitist in its academic objectives and ideals. This way the College curriculum objectives have been sufficiently reflected in the University academic reforms.

2.2 FEEDBACK AND EVALUATION

Objective evaluation on the basis of continuous feedback is crucial for a College which strives to maintain high standards. The evaluation shall begin from introspection. The Staff common room (Faculty Council) plays an important role in objectively evaluating the policies and also implementation. In a democratic environment with free communication, and decentralisation, it is felt that self evaluation is the best way to initiate improvement. This is the form of evaluation and assessment of operational aspects of the curriculum and administration.

The general evaluation of the institution has components identified as :

- Academic standards
- General discipline
- Administration
- Student feedback
- Industry interface
- Media vouching
- Academic culture
- Sensitivity to the social needs
- Quality of the student out put
- Sanctity of the examinations and evaluation, and
- Social, academic, infrastructural Utility.

2.3 PARENT -TEACHER INTERACTION

Right from the very first year, the College has been preparing a platform for the parents and teachers to interact formally and to exchange notes. This enables the College to get loads of feedback from the support community, the parents. This further helps in identifying the blind spots and short comings which are unnoticed by the College Administration. The positive feedback and appreciation from parents

become inspiration for the teachers on one hand and on the other hand negative feedback or suggestion help in modifying the function and administration. The feedback from parents go a long way in improving the administrative efficiency and facilities.

Though in the beginning the interaction takes place on 15 August every year invariably with one of the parents as the Chief Guest. This scheme has enabled the College to establish a smooth rapport with the students, parents and the public at large in general.

There were occasions when the feed back from the parent found presenting the problems faced by students as also by the institution.

The Members of the Management also remain present during this formal interaction. Further, the suggestions are solicited from the parents while identifying them from the meeting and they are responded by the Principal or the Management's representation on the spot. Efforts are then made to implement the suggestions wherever feasible.

After the meeting, over a cup of tea, the parents interact with the teachers in groups or individually and go around to familiarise with the infrastructure. Thus the College holds an 'Open House' for the parents on 15 August.

The same day is used for the felicitation of the SSC and HSC merit holders. The parents of the merit holders are specially invited and honoured.

This Parent teachers' get together opens a continuous dialogue with parents in the interest of the students and the institution. This intimacy is always found cordial, true and lasting.

Within the College there are systems developed for sustained feed back and evaluation at various levels of varied nature.

2.4 TEACHER STUDENT FORUM

The forum is a platform shared by the teachers and the students for exchanging the ideas and also promoting joint efforts for greater

efficiency. It is a democratic forum which organises open houses where teachers and students can speak in equal terms.

In the past open houses on issues of Need for Campus Discipline , What teachers and students expect from each other, gender justice and related issues brought out the best out of brain storming.

On occasions of social emergency, the students and teachers planned relief operations on war footing. It has proved that the combination of students and teachers is a power to reckon with.

2.5 CURRICULAR FEED BACK AND SYSTEM EVALUATION

The College does not carry out student evaluation of curriculum and teacher, centrally. At the department level, tests are administered and the results are shared with the Principal, voluntarily. These results do not form part of any confidential reports for placement or promotions, if any. Each department may have a different form of evaluation, but the nature and contents remain same. These tests are not conducted periodically. If a new curriculum is introduced, to check its effectiveness, tests are administered. The Teacher evaluation is done at the instance of the department or the teacher. It is viewed as a learning exercise.

In case of curriculum, the evaluation tries to bringout the following

- Expectations of the students on the course
realisation of benefitis
- curriculum administration
- coverage of syllabus
- utility of the course
- drawbacks
- improvements

Similarly, in case of teacher evaluation the teacher solicits information on 18 features. These points include the following :
(Ref Annex evaluation form)

- Proficiency in subject
- Communication
- Voice
- Class control
- Treatment to the subject

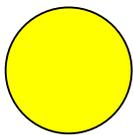
- Explanation
- Attitudes
- Accessibility
- Guidance in extracurricular skills, etc.

The teacher is rated on a five point scale ranging from excellent to below average. In a test conducted on the Economics teachers few years back, the scores ranged between 4.0 and 5.0.

2.6 VAZE VOCATIONAL INTERFACE GROUP

The College instituted the Vaze vocational interface group for the purpose of an effective interface with the industry. The functions include organising on the job training, arranging field visits, soliciting industry evaluation of the students, generating resources for career guidance and information lectures.

When the students go on the job training the industry evaluates them in terms of five attributes in a four point scale. This helps in understanding the students' potential as well as the industry standards of evaluation. (Refer Annex Industry evaluation form)
If the evaluation indicates a change in the curriculum administration revisions are brought in, automatically.



The activities have been mostly confined to the vocational branch of students. The group has been functional because it caters to a around 200 students. It is not possible to offer the same service to the population of 2300 degree students. The constraints of organised administrative set up hinders the process. Presently it is being done by the faculty as a part of their honorary services.

In absence of financial and formal provisions sustaining these activities also become very difficult.

Further, there is need to have an integration between the industry interface and career guidance which is presently absent. If such integration is brought about it will help in merging the evaluation by the industry and placement, effectively.

The peers for an academic institution are those who are from the same field but from different places, specialisation and cadre. The impressions of these persons visiting us have been recorded.

These observations are very encouraging but can not be considered as feedback or a part of evaluation, The opinions are mostly words of praise. The visitors opinions are often influenced by the guests' etiquette. Further , the visitors not being a part of the institutional dynamics can only give a cursory remark..

Though the opinions expressed do not serve any useful purpose but reading them is highly gratifying. However, the opinions of those in high office do matter.

Thus

2.6

VISITORS SPAKE

It was a joy to be here. It renewed my hope for and faith in higher education

Dr. Suma Chitnis

Vice-Chancellor, SNTD University, Mumbai

Vaze College is an outstanding candidate for autonomy

Prin. MT Gabhe

Vice -Chancellor, Nagpur University.

Vaze College has come up as centre of excellence during a very short period of time. I am really proud of the Institution.

KP Sonawne

Director of Higher Education, Maharashtra

Vaze College has emerged as a model institution and is poised to play leadership role in matters academic.

Local Inquiry Committee, University of Mumbai

My first visit to an Indian College proved to be such a marvel

Mr. Anthony Stone, France (1993)

Magnificent Such a concentrated group of pupils and staff to match this.

Mr. John Dean, Bush BOAC Allen (India) 1993

A commendable feature I noticed was the excellent discipline in an open air arrangement, something rare in today's environment.

Dr. (Mrs) MD Bengalee,

Vice-Chancellor, University of Bombay

CHAPTER IV

Teaching learning and Assessment

The College has courses from 10+ onwards upto Ph.D. programme. It being a Commerce , Arts and Science College offers subjects in the respective disciplines at 10+ level.

At the degree level the College offers courses among those in which the affiliation has been sought. The College policy believes that the student should be offered a subject combination of one's choice. However to maintain the balance between various departments and to sustain stability in the work load entry norms are laid down in certain cases.

3.1 VOCATIONAL COURSES :

In 1994-95 U.G.C. introduced the national programme of vocationalisation of higher education all over India in 70 selected degree colleges. V.G. Vaze College is one of those selected by the U.G.C. from all over India to implement the national programme of vocationalisation of B.A., B.Com., and B.Sc. degree.

The college has been allotted three courses viz. Bio technology at the B.Sc. Degree , Tax Procedures and Practices and Foreign trade practices and procedures at the B.Com. degree to begin with.

For the vocational courses, 30 students can be admitted out of a general pool of 450 students. In such cases there is an independent admission norm. The restriction of 30 students is a stipulation of UGC on which the College has no control. So admission restraints to that specific branch becomes inevitable.

Separate application forms are solicited for these specialised courses . The application form seeks a resume on the career plan of the student.

The procedure for admission is based on three criteria :

1. Firstly, on merit students are selected. It considers SSC and HSC scores of the students. Based on the merit norm 80 % seats are reserved.
2. Secondly, immediacy of job is assessed through personal interviews. It is a difficult task to rightly determine the economic status of the student. But in true endeavour the details are drawn which may not form part of the general application form. It is provided 10% seats.
3. Finally, the relevant family background is considered. It may consider the family in terms of business or a profession dealing with the specialisation. It is provided 10 % reservation.

Following are the various programmes offered at the degree level and there onwards.

3.2 **UNDERGRADUATE COURSES**

FYBA (First Year B.A.)

Comm.skills in english

Foundation course-i

Marathi

Hindi

French

Economics

Politics

Sociology

History

Psychology

Marathi lit.

Hindi lit.

English lit.

S.Y.B.A. (Second Year B.A.)

Foundation course-ii

Economics

Politics

Sociology

History

Psychology

Hindi lit.

Marathi lit.
English lit.
Marketing research
Advertising
Journalism
Health psychology

T.Y.B.A. (Third Year B.A.)

Economics
Politics
Sociology
History
Psychology
Marathi lit.
English lit.
Sociology/hin.lit.
Psychology/hin.lit.

F.Y.B.SC. (First Year B.Sc.)

Foundation course-I
Chemistry
Physics
Botany
Mathematics
Zoology
Bio-technology (Vocational Course)

S.Y.B.SC. (Second Year B.Sc.)

Foundation course II
Chemistry
Physics
Botany
Zoology
Maths.
Bio-tech. (Vocational Course)

T.Y.B.SC. (Third Year B.Sc.)

Chemistry
Physics
Botany
Zoology
Mathematics
Fine chemicals Applied Component
Electronic instrumentation “
Computer programming “
Environmental science “
Bio-technology Vocational Course

F.Y.B.COM. (First Year B.Com.)

Foundation course-I
Buss.communication
Business economics-I
Commerce - I
Accountancy - I
Evs. Studies
Maths.
Foreign trade Vocational Course
Tax practice and procedure “

S.Y.B.COM. (Second Year B.Com.)

Foundation course-II
Bus.economics-II
Accountancy-II
Commerce-II
Bus.law
Advertising
Foreign trade Vocational Course
Tax practice and procedure “

T.Y.B.COM. (Third Year B.Com.)

Commerce-III
Bus.economics-III
A/c-I, II, III
Direct/indirect tax
Industrial psychology

Export marketing
Foreign trade
Tax practice and procedure

Vocational Course
“

POST GRADUATE / RESEARCH PROGRAMMES

M.Sc. By research	<ol style="list-style-type: none">1. Zoology2. Chemistry3. Bio Technology (at SRC)
M.Sc. By papers	<ol style="list-style-type: none">1. Chemistry2. Zoology3. Bio Technology (Vaze College)
Ph.D.	<ol style="list-style-type: none">1. Economics2. Zoology3. Bio Technology (at SRC)

The entry requirements to various courses are prescribed by the university. The College or the students have no option. Within the eligibility criteria the students seek admission and subject to the merit and availability of the seats the admission is granted.

However, the admission to specific specialisation is governed by selection norms.

3.3 STUDENTS' ORIENTATION

For the freshers entering the college there will be half day orientation programme. The students are divided into groups of 200 students and/or faculty wise division. This helps in designing the orientation custom made for each need. Extensive audio visual media is used.

The business of the orientation course will deal with aspects like library usage, system of documentation of books, the scheme of evaluation, the practicals and tutorials, College ideology, code of conduct, and issues of interest which will ensure smooth transition to the degree college.

It is a uniform problem faced by the students all over the country that the education upto SSC can be in the vernacular medium and the higher education is dominantly English medium. It is commonly felt that the students are deficient in their communication skills in English. The college has designed certain remedial courses which do not form part of the general curriculum but an optional appendage. The courses designed are also examples of a self supporting, and wherever necessary, the deficit is borne by the Management.

3.4 REMEDIAL COURSES ENGLISH PROFICIENCY COURSE

Remedial courses with self supportive resources help in providing the desired inputs for the students' general comprehension.

The Aim Of The Course :

A large number of students after passing S.S.C. through vernacular medium find it difficult to cope with the lectures and other activities, conducted in English, at the college level. The difficulty is acute at the initial stage and many students, talented though they are in many fields, develop an inferiority complex. The ENGLISH PROFICIENCY COURSE was started in 1986 with the intention of helping the students to overcome this problem and also develop the skills in using English for their academic requirements.

1. The Structure Of The Course: This course has been prepared and conducted by the English dept. of the college. Outside agencies like the BCL provide support materials like films and books whenever they are approached. An English teachers co-ordinates all the activities.

2. EPC aims at developing the following skills in the students.

- a) Reading and listening comprehension
- b) Ability to write for a long time in English
- c) Note-making from lecture and reference books
- d) The art of writing good English

3.The Activities:

a) In order to develop these skills specific, tasks and assignments are given. Students are divided into small groups. The teacher in-charge helps a group in finishing the assignment and finally evaluates their

performances. The group leader will take over this role when the same assignment is given to another group.

b) Lectures are also given to explain basic grammar. The doubts of the students are clarified in a very informal atmosphere.

c) The students are required to read a minimum number of books on different subjects and present a summary or a critical evaluation of the book at the end.

d) Simulated situations are created for the groups to interact with each other in English.

e) Debates, Elocution and group discussions are arranged for the EPC students to take part.

4. Enrolment During the XI std. admission time, students and parents are informed about this course. Students can join the course one week after the beginning of the regular lectures by paying a fee of Rs. 100 for the entire course.

5. Attendance: Since admission is voluntary and students pay a fee, attendance cannot be made compulsory. In fact, in the first month of the course, many students drop out. The main reasons being:

a) Inability to come early or to stay back for the course.

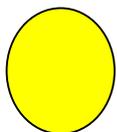
b) They gain some confidence within a month. Normally, fifty per cent of the students joining the course attend the full course and gain the benefits.

6. Evaluation of students : An entry test is given to the students at the beginning of the course. At the end, the students themselves assess their test papers and evaluate their performance. Another test is given for evaluating their skills.

Limitations :

a. Since the attendance can not be made compulsory, sometimes it becomes difficult to make the students work hard consistently. The success of the students largely depends on his/ her own motivation level.

b. Since the course is run along with other regular activities of the College, the schedule for this course has to be very flexible and many times gets disturbed by external factors .



The overall success of the course has been understood from the feedback which is taken from the students periodically. The increase in the number of students taking admission for this course every year and the willingness of the students to continue the course in the higher standard also point to the fact that this EPC is a very useful utility oriented course.

3.5 *INNOVATIVE TEACHING METHODOLOGY* (A-V MEDIUM)

The college has built infrastructure for the creation and usage of A-V material. The College Auditorium is the hub of Audio visual equipment. The auditorium has a capacity of 250+ . It is equipped with 16 mm film projector, video scope (projection TV). Televisions. VCRs. video Camera, PA system, Slide projectors, Over head projectors, audio systems, etc.

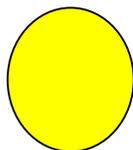
On all the working days the auditorium is used. It can be seen that on an average the auditorium is booked for 150 programmes per year. However, the period close to examinations the auditorium is less used .

In addition to the auditorium the equipment is used in the class rooms . Each class room is provided with adequate power points to accommodate different equipments

3.6 NEW TECHNOLOGIES :

The College showed keen interest on academic reforms right from its inception. In terms of computerisation and offering unlimited computer time, it has been one among the first few under graduate colleges. It started way back in 1988.

Alongwith with providing the hardware and required soft ware, it can be recalled, the college conducted several orientation programmes for the faculty and the non-teaching staff.



Such multi terminal computer facilities provided way back in 1988 , presently proves to be a burden in terms of upgradation. Finally, in the college there are machines from the primitive XT / ATs to the Pentium processors with multimedia capabilities. The problem

of obsolescence is shared by the college like any other institution using computers.

The College was again the first among the under graduate institutions to produce an audio-visual programme. In 1988, the College NSS unit produced a multi programme slide show on Consumer education for a total budget of Rs. 1800/- . The programme titled “The King”, is unparalleled in the history of University NSS unit with its 100 show performance during one year.

The College is subscriber to the Ernet from 1995 onwards. It enables the College access information from a wide variety of sources.

3.7 VAZE VISION AUDIO VISUAL PRODUCTION AND DISTRIBUTION

A-V production and usage is the core part of progressive teaching methodology.

The College has Vaze Vision dealing with production and distribution of Audio-visual material. The production unit produces the audio visual material. The supportive A-V material is generated on VHS format.

The college has produced programmes for the Foundation course . Foundation Course was an interdisciplinary subject introduced by the University at the First year degree programme. Slide Show for Consumer guidance and several other educational titles adds to the list.

The unit also documents important programmes conducted in the College. These include the guest speakers visiting the College and workshops being conducted which have durable value.

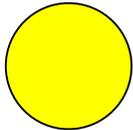
The college has an audio visual library having more than 2000 titles of audio- visual cassettes. It is made available to the staff and the students on regular basis.

The A-V equipment operated by the college includes,

1. VHS Camcorder (Video Camera)
2. Videoscope (Projection TV) with 60” screen

3. 16 mm film projector
4. Automatic slide projectors
5. Overhead projectors - manual & automatic
6. Televisions
7. VCRs
8. Dish Antenna for tele conferencing (IGNOU)
9. Email
10. Stereo systems (portable and component)
11. Computers for interactive learning

Audio -visual material is used liberally in the curriculum. The auditorium which has the most modern A-V equipment can display video cassettes to 250 persons through the projection TV (Video scope). In addition to the in house collections of A-V material, the users have access to the Indira Gandhi National Open University Collection of over 1000 cassettes. The College has institutional membership for books and films on the British Council Library.



Making films on VHS format involves the same amount of soft skills as professional Betacom. But the chance of having full-fledged professional unit is restricted due to the problems of cost , skills and manpower involved. The A-V production thus remains as a compromise between quality and cost. However, the college will be pleased to upgrade the facilities on an appropriate proposals

3.8

EXAMINATIONS

*Conduct of Examination with internal evaluation system, that too in a college with over 5000 students need a machinery nonetheless the university infrastructure.
Decentralisation in decision making, autonomy, division of labour and team work make the examinations systematic and highly respectable.*

In the University of Bombay, the examinations at the first and second year degree examinations are decenralised and conducted by the College on behalf of the University. These are the annual

examinations conducted during March and April each year and the examination for repeaters, during September-October.

From the academic year 1997-98, the first and second year degree examination, the emphasis is given to the continuous assessment. 70 % weightage is given to the annual examination and 30% is for continuous evaluation.

The examinations are conducted by a committee appointed by the Principal with a senior faculty as the Chairman. The committee comprises of 5 members drawn from different faculties .

The committee is empowered to plan and execute conduct of examinations, evaluation and declaration of results. The committee is assisted by the Heads of the Departments and other co-opted teachers. The Heads of the Departments communicate the changes in the syllabi or pattern of subject examination. The circulars issued by the University of Bombay are directly communicated to the Committee. The departments co-ordinate assessment and distribution of assessment work. The department draws the guide lines for assessment and meetings are held for the purpose of uniformity.

After assessment, the marks are moderated firstly by the Heads of the Department. The gracing of marks is done by a committee comprised of relevant examiners, Heads of the Departments and the Principal. The Head of the Department holds the advisory role.

The Examination Committee is a statutory body which functions in independent capacity . It can draw manpower from the teaching and non-teaching members of the College.

The Examination Committee fuses well with the general establishment of the College. Over the years the college has developed highly efficient system and procedures. Right from the setting of examination question paper to the stage of declaration of results the procedures are well defined and evolved.

The question papers are printed out of the College. To maintain the secrecy of the examinations the question papers are

coded. The coding of the question papers make the conduct of examinations highly professional.

The various documents involved in the conduct of exams are provided in Annexure .

The College as matter of choice follows the central assessment of the answerbooks. This enables the Examination Committee declare results in a shorter time (25 days from the date of examinations).

There is a system of moderation of evaluation. Under mutual exchange of faculty the senior faculty from the neighbouring college come and moderate the evaluation of College assessment. Similarly, the College faculty visits other Colleges.

Practical examinations

The practical examinations for the science stream of students is important in developing the experimental skill , training the students in research methodologies and inculcating analytical approach to given problem..

The practical examinations for the under graduate courses are prescribed by the University from time to time. Normally from the given list of experiments, a minimum of 75% are to be successfully completed by the students. The observations and readings of the experiments are to be recorded in record book (journal). The journals are then certified by the teacher-in-charge.

With three faculties and about 400 papers, the examination Committee has to draw the calendar of events , plan exams to the last detail well in advance and stick to the schedule. The past record of the conduct of the examinations and declaration of results prove that the system is working efficiently.

The invigilation is done by the College teachers. There are block supervisors at the field level and the Senior Supervisors conduct the examinations for a given day as per the duty chart. The students are classified into exam blocks of around 30 students

. The subject combinations and specialisations are meticulously planned.

For each examination there is a detailed group of supportive staff comprised of under study supervisors, and other non academic staff.

The exercise of examination is conducted by every one participating each assuming the self imposed responsibility. Each feels that the onus of the success of examination rests with the individual . The team emerges triumphant each year.

It can be seen that not even a single time the exam had been ever cancelled. Postponed or differed. The society approves that there are no unfair practices in the conduct of examinations. The instances of student unfair means are on an average four per year.

There are no reports of student grievance on the conduct of the examinations or the declaration of results.

The Unfair-means Inquiry Committee is constituted comprising five faulty members. It is chaired now by the Vice-Principal. The committee is not given general supervision of examinations, so as to reduce chances of a person booking unfair practices and also hearing the case on it.

In all these cases the Principal acts only as a appellate authority. However the cases referred to him are rare. This is due to the system efficiency of the Examination Committee.

Supplementing the internal evaluation as needed by the statutes of the examination, the College conduct decentralised examinations and tests such as terminal, preliminary examinations, unit tests, tutorials etc. These are non-credit tests which are conducted as a part of learning and practice. Student seminars are held at class level for encouraging participation and expression skills.

3.9 EXTERNAL EXAMINATIONS

For the University examinations the college faculty participates. Each year the University calls for nominations as examiners, papersetters and Joint chief Conductors. The interested faculty applies and it is forwarded by the Principal. The University prepares the panel of resource persons. The faculty participation in the examinations is obligatory/ mandatory . Out of the panel, the University nominates the papersetters and examiners.

Since the University examinations are held during vacation, the invigilation is not done by the teaching staff: there is a different panel for this purpose. Students from neighbourhood colleges are pooled together, subject-wise and alphabetical order, and allotted to different college centers. The chance of a student appearing for the examination in his/her own college is remote.

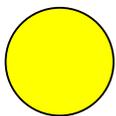
It is noticeable that, the unfair means is large in the university examinations than the internal examinations. It proves that the teachers performing the block supervision can effectively prevent unfair practices by the students.

After all the exercise, it is highly illusory whether the examinations bring out the intrinsic worth of the students. The answer is negative. The examinations which are concentrated at the end of the year, make the entire system score oriented more than knowledge/ skill oriented. On the other hand, such concentration of examinations lead to stress in students. Stress management becomes a major problem.

The element of subjectivity can not be ruled out. This leaves a scope for inter examiner variations in award of marks.

The amount of assessment work is so large that even the dead lines are computed at the rate of 30-40 papers per day, in addition to the routine duties. It is impossible to justify evaluation in such context.

The University of Bombay has initiated certain reforms. It is believed that such limitations can be reduced in future.



3.10

STAFF SELECTION

The Staff selection is a lengthy process. There are several stages and procedures involved ranging from identification of work load in a particular department to the final appointment order.

Initially, the Heads of the Departments identify the work load according to the Board of studies and/or the University guidelines.

The work load is quantified as per the lecture assigned to each subject. The requirement of practicals, or tutorials is also considered. In all these matters the College is only a passive administrator of rules.

In consultation with the Principal the work load is consolidated. In case of inter disciplinary subjects, the College policy is to provide work load to those department having deficiency in workload. All attempts are made to retain the faculty as far as possible. The College wishes to retain the faculty once appointed. It is considered desirable to reduce the faculty turn over. This helps in maintaining the academic and work culture in the college.

After consolidating the work load and identifying a vacancy, the College needs to follow the roster for the purpose of defining the nature of vacancy. Depending on the nature of vacancy and the description of reservation, an advertisement is drawn in a standard format.

The minimum educational qualifications, the scale of pay and allowances are as per the UGC norms, as revised from time to time.

The advertisement is then approved by the University Backward cell for the compliance of various reservations/ roster.

The post is advertised in leading news papers.

At the same time, the Vice-Chancellor's office takes up the responsibility of composing the Selection Committee.

The selection committee is composed of the following persons :

1. Vice-Chancellor's nominee
2. The subject expert nominated by the University
3. The nominee from the Department of Education
4. The Representative of the College management
5. The Principal
6. The Head of the Department

After receiving the nominations from the relevant bodies, the College finalises the Selection Committee. The Interview date is fixed by giving 15 days notice to the candidates.

The deserving candidates are invited for the interview. This is out of the applications and also the names suggested by the Government notified agencies. In case of reserved categories , persons from the

open category are also invited so that if the specified candidates do not attend, the vacancy can be filled out of the open category for one year.

The interviews are held by the Committee as per schedule. Four members make a quorum, of which subject expert is mandatory.

By a consensus, the candidate is selected, and the second choice is also suggested so that even if the selected candidate opts out the offer, there is another candidate available. Appointments are made once the selection committee report is approved by the Vice-Chancellor.

After the appointments are made the persons join for the duties. Thereafter the cases are sent for the approval of qualification to the University. During the course of the year the appointments are approved and the conditions of appointment are confirmed.

At the College, the approval of appointment by the University have always been as per the Selection Committee. In no case the appointment turned down on grounds of lack qualifications.

The College has made most of the appointments during 1984 and 1990. In the past three years the appointments were made only on Ad hoc basis in specific cases. Such appointments were made in the following cases :

1. the faculty being on one year medical leave,
2. two faculty persons being out with lien on the job for two years,
3. few maternity leave cases, and
4. Against a reserved vacancy.

There are some cases where the advertisements are issued, interview are conducted repeatedly for the posts held by open categories belonging to the reserved vacancy. These people have been appointed in absence of the right candidate from the reserved category. For the past several years the persons in the reserved category are not available.

The rule insist that

1. the existing persons not be confirmed if appointed against Reserved vacancy
2. The person be made to apply for subsequent advertisements
3. The benefits of higher scale etc not granted, till the post is dereserved.

There are several other grievances regarding the reservation norms and confirmation.

On this account there are four cases pending. With College having no say in the rules, the litigation will increase in years to come.

The Prospectus issued with the admission form contains the details of Faculty, their qualification presented in order of departments.

3.11

FACULTY

*The men that run the machinery
the minds that run the men
the motivations that powers the minds
together constitute the glorious past, dynamic present and promising
future.*

1. Dr. MR Kurup M.A. Ph.D. D.H.E. (Economics) PRINCIPAL

2. Dr. RT Lau M.Sc. Ph.D. (Zoology) Vice Principal
Accountancy

3. Mr. Anil P Naik B.Com. C.A Head
4. Mr. NM Kane B.Com. ACA ACS
5. Mrs. Alka S Kelkar M.Com. CA (Int)
6. Mr. J B Vaishampayan M.Com. CA
7. Mr. Yogesh Sant B.Com. CA

Business Economics

8. Mr. CVS Ranga Sai MA.M.Phil DEM Head
9. Dr. V Kurusu MA BEd. M.Phil. Ph.D.

Business Law

10. Mrs. Mathangi Iyer MCom. LLM

Botany

11. Mr.GT Paratkar MSc DHE Head
12. Dr.SS Barve M.Sc. PhD
13. Dr. MA Deodhar M.Sc PhD
14. Mr.SL Dhuri MSc

Chemistry

15. Dr SR Ghantwal MSc PhD Head
16. Dr.PN Pabrekar MSc PhD
17. Dr.(Mrs).VS Panse Msc Ph.D.

18. Dr. Swati Jukar	MSc PhD
19. Dr. GG Pusalkar	MSc PhD
20. Dr.(Mrs) Laxmi Ravishankar	MSc PhD
21. Dr.(Mrs) Alka Kolhatkar	MSc PhD

Physics

22. Dr.MR Nair (on lien)	MSc PhD Head
23. Mr.KG Bhole Ag. Head	MSc DHE
24. Mrs.SP Bhawe	MSc MPhil
25. Mr EG Ghatpande	MSc
26. Dr. SA Jain	MSc PhD
27. Mr. Kadam	MSc
28. Dr. Radha	M.Sc., Ph.D.

Zoology

28. Dr RT Laul	MSc PhD Head
29. Dr BB Sharma	MSc DHE PhD,FZSI
30. Dr.BP Hardikar	MSc MPhil PhD
31. Dr RS Hande	MSc DHE PhD,FAZ,FZSI
32. Mrs NS Kulkarni	MSc DHE

Mathematics

33. Mrs.GA Gokhale	MA MPhil Head
34. Mr BK Choudhary	MSc DHE
35. Mr JS Sutar	MSc
36. Mrs MR Bhalerao	MSc DHE
37. Dr Anil Vaidya	MSc PhD

Commerce

38 Mr AB Chitnis	MCom LLB DHE Head
39 Mrs Chitra Subramanyam	MCom
40 Mr Adhir Ambavane	MCom MPhil

Economics

- 41 Mrs HJ Uchil MA DHE MPhil Head
42 Dr.(Mrs) LR Thatte MA MPhil. Ph.D.

English

43. Mrs SB Dey MA MPhil Head
44. Mrs Shubhangi Karnik MA MPhil
45. Mrs Nilakshi Roy MA MPhil
46. Mr P Dinesh Kumar MA

Hindi

47. Dr Ashok Mishra MA BEd PhD Head
48. Dr Phulbadan Yadav MA BEd PhD

Marathi

49. Mrs VS Panditrao MA DHE MPhil Head

History

51. Mrs Sonali Pednekar MA MPhil Head
52. Mrs. Preeta Nilesh MA MPhil
53. Mrs Satwant Balse MA BEd MPhil

Environmental Studies

54. Mrs Sirisha Gupte MA

Political Sciences

55. MD Dewasthale MA MPhil LLB Head
56. Mrs Uttara Sahasrabudhe MA

Sciology

57. Mrs. Kanak lata Samal MA, MPhil
58. Mrs. MK Shanta MA MPhil

Psychology

57. MA MPhil Head
58. Mrs Neeta P Kulkarni MA
59. Miss Neeta Sawant MA
59. Ms. Nene MA

Librarian

59 Dr.PG Karmarkar

MA M Lib PhD

The senior most person in the Department is the Head of the Department. The appointment of the Head is a permanent assignment, however the choice of exit is with the Faculty. The heads of the department are approved by the University when they form part of the electoral body of the Board of studies of the respective subjects.

The composition of the faculty interms of socio-cultural aspects is cosmopolitan. The faculty represent most regions of Maharashtra and India.

CHAPTER V

Research and Publications

4.1 RESEARCH

For the in house research , the essential components are competent and motivated faculty, laboratories for advanced research and a good supporting library with a good collection of books and periodicals.

The College faculty has presently Doctorates, and ten PhDs in the pipe line. This composition provides the research atmosphere in the College.

The College is recognised for MSc by research, and PhD programmes in the fields of Zoology, Economics and Chemistry. For these subjects the College has in-house faculty as research guides.

The reassert facilities by way of laboratories and equipment is adequate to support research. In the field of Biotechnology, the research activities are comparable to the corporate standards. The Scientific Research Centre has five Scientists working independently under the guidance of a Senior Scientist of International repute.

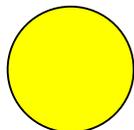
4.2 COLLEGE PUBLICATION

The publication division of the college encourages the faculty to publish research works and other material of high utility. The College has published a book titled 'Towards Entrepreneurship' by Dr. M.R.Kurup.

There is an annual College publication called as MAYUR. This is a regular publication which contains Research articles carried out by the students and the teachers in addition to the regular features.

The Decennial issues was a thematic issues carrying articles of research standard on issues of 'higher education'. These articles were written by the faculty forming themselves into groups of co-authors. Over the years the College has developed into a specialised centre for studies on issues of higher education and Entrereneurship. The list of publications proves this.

In addition there are less successful publications remaining in the academic history of the college like unsung heroes. In 1990 the NSS unit launched the Consumer Guidance project as the Pilot programme. In the continued process a



quarterly journal on consumer issues called “Consumer Vigil” was also launched. Sadly, the publication was terminated soon after the first issue due to the problems of sponsors, manpower and infrastructure.

Later, another publication came into being as a monthly news letter called Vaze News. It had several benevolent objectives. The news letter had several issues but had to again terminated due to organisational difficulties.

The College feels that if the same attempts are renewed again, success can be assured. However, there is a need for proper thrust for the issues to take off the ground.

4.3 Sponsored research Project :

The College has taken up a research project on “ Pricing of Higher Education “ This was a Rs.26,000 project sponsored by ICSSR.

4.4 STAFF PUBLICATIONS

1993-94

Published Papers

1. Dr M R Kurup

- 1) Unaided professional Colleges : an identity
University News - March 1993.
- 2) Accountability of Collegiate education University
News-
12 July 1993.
- 3) Beyond the numbers game, Book review. University News- 26
July 1993.

Presentation of Papers

Dr.M.R. Kurup

- 1) Unaided Colleges and the UGC Act Ratnam College
- 2) Issue in search or solutions in unaided and partly aided
Colleges.
- 3) V.K.Krishna Menon : The champion of freedom and peace
at KMC Bhandup.
- 4) Emerging fiscal and industrial policy in India : Impact on
employment . Kalina Campus.
- 5) Structural Adjustment Programme in India NSS College
Pandalam, Kerala.

- 6) Structural adjustment and unemployment in India - Mumbai University.
- 3) Dr.B.B.Sharma Effect of pesticides on Brain ache of frog.
- 4) Dr. R.S.Hande Effect of pesticides on Brain ache of corps.
- 5) Dr.S.S.Barve Biotech in India at Amravati University.
- 6) Dr.Ashok Mishra Kis-se poochom-karya me janchetana
- 7) Dr.P.B.Yadav Samkaleen Kavita-Visheshta
- 8) Ms.L.R.Thatte 1) Returns to Education in Arthayogo 93.
2) Foundation of Economics-F.Y.B.A.-
Sheth Publishers.
- 9) Ms.V.Panditrao Autobiographies of Women in Maharashtra at Dhule.
- 10) Ms.N.Kulkarni Behaviour modification in applied settings SNTD.
- 11) Ms.B.P.Hardikar Effect of sewage pollution on blood parameters of Tilapia.
- 12) Ms.G.A.Gokhale Real analysis and Discrete Mathematics for FYBSC.
- 13) Ms.S.Chitra Working of Maharashtra State Cooperative Bank.
- 14) Mr.V.V.Joshi Textbook for Xith and XIIth std. Reliable publication.

PUBLICATIONS

1993-94

- 1) Dr. M.R.Kurup 1) Systems and Structure in College Management, University News 14th February 1994.
2) Teaching : Time for an introspection Sarvodaya Vol-IV No.2 14th September 1994.
3) The College Principal and his salary : need for a holiastic appoach University News, 30th November 1994.
4) Principal at Stake -Times of India, 30th November, 1994.
- 2) Dr.M.R.Nair Indigenous development of Computer controlled potentiostat galvanostat
- 3) Mrs.L.R.Thatte Indian Economic Problem - T.Y.B.Com.
- 4) Mr.K.G.Bhole Text book for Xith Std.
- 5) Mr.G.T.Paratkar Text Book Biology Xith.
- 6) Sonali S. Pednekar Ancient and medieval India-XIth Std.
- 7) Ms.Preeta Nilam Historiography of the Indian National Movement, New Quest July 1994.
- 8) Mrs.M.Vajpai Book review -yatra ek santh sadak ki
- 9) Mr.V.V.Joshi & Mrs.S.S.Jog Text Book of Book Keeping and Accountancy.

1995-96

- | | |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1) Dr.M.R.Kurup | 1) The changing University : Managing Transformation, The Hindu Madras 19,1995.
2) Education for personality development : fees and Government Grants as constraints University News,May 1995.
3) Centralisation - A deterrent- Admission to First Year Degree Classes/The metropolis ,11th November 1995.
Text Book New Course in Physics XIIth |
| 2) Dr.M.R.Nair | |
| 3) Dr.V.Kurusu | Measurement of health status |
| 4) Ms.Uchil | Intellectual property rights,University of Mumbai. |
| 5) Mr.K.G.Bhole | Text Book of Physics for XIIth.
Text Book of Electronic Instrumentation, T.Y.B.Sc. |
| 6) Ms.M.K.Shanta | Book for S.Y.B.A. |
| 7) Ms.Latha Nair | General Psychology for F.Y.B.A. |
| 8) Mrs.Pednekar & Mrs.Balse | Text Book for XIIth History of Modern India and China. |
| 9) Ms.R.R.Deshpande | A CTB of Mathematics XIIth. |
| 10) Dr.S.Jain | Challenge before the Women's movement in the changing situation. Paper on New Economic Policy. |
| 11) Mrs. S.S. Jog | Text Book of O.C. |
| 12) Mr.V.V.Joshi | Text Book of B.K and Accountancy. |

1996-97

- | | |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Dr.Mrs LR Thatte | Credentialism in public sector Employment
Arthyoga July 1996 |
| 2. Dr MR Kurup | 1.No full stops- On contemporising Academic content
Human scape July 1996
2. Need for and mode of examiantion reforms
Conference papers AMFP Maharashtra Dec1996 |
| 3. Mrs. HJ Uchil | Text book for FY BA Economics |
| 4. Mrs. N.Roy | Bandir Queen Review Human sacape April1996
Seizing the enemy within " July 1996
Braeking the barrier " Oct 1996 |
| 5. Sonali Pednekar | History of the Marathas Manan Publication |
| 6. Mr Ravikumar | Book for XII |

7. KG Bhole Hand book of Electronic instrumenation Seth
8. DG Karandikar New approach to Mathematics and Statistics
Seth Publishers

4.5 VAZE RESEARCH GROUP

*Research temper at under graduate level is a forgotten virtue.
The demands of the conventional curriculum focuses only on academic scores i.e. quantity, neglecting quality.
Vaze Research group is a little step toward quality research
The success of the endeavour is a testimony that no age is too less for research.*

The college has a group of students constituting the Vaze Research Group under the Guidance of Dr. Mrs LR Thatte. This is an innovative attempt to involve and inculcate research temper among under graduate students.

These students are actively engaged in documentation of reading material in co-operation with the library. During the current year, the students compiled information on economic, social, political, cultural and sports events.

The group maintains a Wall paper dealing with issues of topical interest providing information analysis. There were Wall papers prepared on 'Budget' and 'India and CTBT'.

The group organised lectures and panel discussions on advance issues demanding specialised treatment.

Socio economic surveys are conducted in and around college. This provide them the experience in data collection and analysis. The group recently conducted a study of consumer preference of various brands.

The Group contributes tot he College magazine some of the important findings and studies. The students of the Group contributed an article in the College magazine on issues of Voactionliastion.

The Research group participated in the field investigation conducted by a leading Co-operative Bank , Saraswat Co-operative Bank. Ten students received the best investigator award in the process. From August 1997, the Group has initiated a "Certificate course in Quantitative Techniques' for the benefit of students interested in PG and research, after leaving the college.

In field of forward integration of academic activities , the College established Research facility in the field of Biotechnology. This is a multi crore project which is comparable to any national facility in Research.

4.6 SCIENTIFIC RESEARCH CENTRE

The Trust provides forward integration of curriculum by providing research and manufacture facilities.

In the field of Biotechnology the research facilities are considered at par with any national institute.

The Trust has spent over Rs.2 crores on these facilities in the past two years.

It is a fusion of Education and industry .

The Scientific Research Centre is established in 1990 as a forward linkage. The Trust Chairman, Shri.G.D.Kelkar himself mooted the idea and materialised the dream of forward integration into a reality, thus Scientific Research Centre.

The scientific advisory committee for the Research centre comprises of eminent Scientists .

1. Shri G.D.Kelkar, Chairman of Kelkar Education Trust.
2. Dr. MR Heble, M.Sc.,Ph.D. Scientist (Rtd.) BARC
3. Dr. PS Rao M.Sc.,Ph.D.,F.N.A.S.C., F.N.A.A.S.C.
Head, Biotechnology, BARC
4. Dr.HK Pendse M.Sc.,Ph.D. Scientist (Rtd)
Roche Phamaceuticals
5. Dr. KD Deodhar M.Sc.,Ph.D. Professor of
Chemistry, IIT Mumbai
6. . Dr. MR Kurup M.A.,Ph.D.
Principal, Vaze College
7. Mr. Ajit Vaze, M Sc Tech., Co director

The Centre deals with newer biotechnological methods for selected medicinal and aromatic plants. There are facilities to study the environment pollution, including degradation of toxic industrial effluents.

The scope of the activities cover the following :

- Training technical and scientific manpower in the areas of biotechnological research,

- Establishment of protocols for plant propagation of selected species,
- Development of bioactive and aroma products,
- Establishment of standardisation for down stream processing of plant and microbial products,
- Development of methods of biodegradation of effluents for environment control, and
- Scientific advise and consultancy services.

Development of research programmes in the field of biotechnology for the production of medicines useful in the treatment of Cancer, AIDS and tropical diseases will be the thrust areas of activities. Other areas include Aromotherapy and Aromachology and effective treatment of industrial effluents with microbes.

In specific, the activities include :

- Plant biotechnology : micro propagation, cell culture, genetically transformed cultures, field trials etc.
- Bioreactor systems : cultivation of plant and microbial cells.
- Microbial biotransformations (Flavours and fragrances).
- Biodegradation of toxic industrial effluents.

The Research Centre is soliciting collaborations with national and international agencies like Department of Biotechnology, Cancer research Institute, CISSR Centres, R&D Institutions, industries and National Institute of Health (USA).

CHAPTER VI

Consultancy and extension activities

5.1 CONSULTANCY

The consultancy at the faculty level is not developed in a manner it should deserve citation. In a city like Mumbai with national institutions and organised Consultancy operating at the level of competitive professionalism. The Under graduate Colleges are not considered the most preferred centres for consultancy.

Consultancy is not common with the Colleges. Hence no formal guide lines have developed for promoting consultancy.

At the institutional level the activities of consultancy are planned to be developed in the near future. With the development of vocational discipline in the field of Taxation, Foreign Trade and Biotechnology, the chances of launching consultancy is very bright.

The college has initiated the facility for regular research and consultancy in Biotechnology by investing around Rs.2 crores .

The Scientific Research Centre is now soliciting collaborations with national and international agencies like Department of Biotechnology, Cancer research Institute, CISSR Centres, R&D Institutions, industries and National Institute of Health (USA).

5.2 BACKWARD INTEGRATION

The College has a mechanism of backward integration with the schools. There is a unique programme to identify talent and groom young children in the field of competitive excellence in the fields of academic talent and Sports.

The Vaze centre for Talent Search is an example for self generative finance, innovative curriculum, backward integration, interaction with schools etc.

5.3 VAZE CENTER FOR TALENT SEARCH

A self generative endeavour with an academic linkage with school.making both curricula integrative and productive.

The centre for Talent search started functioning in the College as an affiliation to the BCTS Main Centre, Ruparel College. It was inaugurated by the father figure, Dr. RA Kulkarni, on Oct. 28.1988. At the time of its inception, BCTS had the following objectives :

- To detect talent at the school level
- To enable the students reach beyond the mechanical thinking
- To, expose them to the world of competence and finally,
- To earn the National Talent search (NTS) Scholarship and Maharashtra Talent Search (MTS) Scholarship.

The centre became autonomous in 1990 and assumed the title 'Vaze Centre For Talent Search. VCTS widened its objectives as a special emphasis on social linkage was laid

VCTS today strives to find the faculty from Degree College students, to inculcate in them the values of social service, enable them to have exposure and confidence, to help them to learn new techniques of communication, to fit into an 'earn and learn' scheme and above all to aid personality development.

The trainers, thus are selected with special objectives on an interactive interview session in which the candidates', loyalty to he subject and the communication skills are taken into account.

He entry to VCTS is marked with an entrance test and the students who score 60% or above at the VII std become eligible for the entrance test.

Along with VCTS, the test too is well known in this part of the city as the information reach all major schools in Thane, Bhandup, Vikhroli, Mulund and Dombivili.

The training starts for the entrants (VIII std students) once they clear the aptitude test on Maths and Science. It continues for two years

with a special emphasis on CBSC syllabus. The training also aims to widen the outlook, reading and output of the students.

VCTS has a self generative finance ; Rs. 500 is collected for the first two years and Rs.300 for the final year, from each student. An approximate revenue of Rs.75,000 is then spent on handouts, work books, teaching aids and on remuneration to the instructors.

As per the MTS standards, students are prepared for two paper - Scholastic aptitude test (SAT) and General Mental Ability Test (GMAT). The teaching modules cover Physics, Chemistry, Biology, History, Geography, Civics, Mathematics and Mental ability with nearly 150 lectures per year. The teaching methodology does away with notes and emphasis is placed on interactive and innovations. The methodology includes project reports, speech programmes, debates, interviews and diary work.

VCTS has a unique feed back scheme as the direct feedback is taken on the instructions at the end of each year. It include the queries on clarity of voice, effectiveness of the methods, class control and attitude. More valuable feed back comes in the Parent Teacher Get together (Ref), where the parents of these children are specially invited.

Every year VCTS helps a minimum of four students to get NTS Scholarship with more than ten clearing the MTS test.

Currently, when VCTS caters to more than 150 students, the Centre co-ordinator Dr. Pusalkar has a blue print for expansion. He has the dream of making VCTS known to all schools in the vicinity, to use media to reach the parents, to advance the course and modules into NTS, to get in school teachers as faculty, to earn the College status of NTS Centre and to enhance the teaching aids.

5.4 MATHEMATICS OLYMPIAD COMMITTEE

This Committee has been functioning over 5 years in the College with a primary objective of preparing the students for the Maths Olympiad.

Over 50 students get the intensive coaching every year and the coaching modules include lectures, guest speakers, handouts and tests.

Every year nearly 5 to 7 students get through the Regional Olympiad and appeared for INMO.

The Committee has been successful in the past to get Vazeites enter the International Olympiad. The most outstanding achievement was made by Swapnil Mahajan and Subodh Khandekar who represented India at the International Maths Olympiad at Moscow (1992) and Hongkong (1993), and won medals for the country.

5.5 INDUSTRY INTERFACE :

The college needs to maintain an active interface with the industry because it has become part of the recognised curriculum of UGC sponsored vocational courses in Biotechnology, Tax procedures and Foreign trade practices. The association with the industry is found in specific cases of

1. On the job training
2. Student evaluation
3. Resource persons / guest faculty
4. Placement
5. Consultancy in the field of Biotechnology

The Vaze Vocational Interface Group (WING) is a team of the college dealing in these activities. The interface is not only limited to the industry, but the Government departments also participate in certain specifics of the curriculum.

The Foreign trade course solicits guidance from DGFT and the Custom Departments, ports, Export Promotion councils etc. Similarly, the Tax practices courses depend on the various tax departments at the State and Central Governments.

5.6 C.A. STUDY CIRCLE :

The College has a C.A. study circle. The College provides facilities for the students appearing for C.A examinations. The College Study circle with the collaboration with the Institute of the Chartered Accountants of India conducts courses for training in the Foundation course .

5.7 INDIRA GANDHI NATIONAL OPEN UNIVERSITY :

The College runs the IGNOU study centre No 1604. The study centre was established in 1988. This is one of the four study centres in Mumbai.

IGNOU has the basic objective of making education to people above 20 years of age. It is an extension activity providing opportunity for individuals to sustain educational pursuits , even after formal years of education.

It is flexible system of education where individuals can study at their own pace and convenience. The Centre uses regular academic counselling with the help of modern techniques of audio-visual communication . The unit has a collection of 10,000 units of study material, 675 reference books, 260 video and 200 audio cassettes. The centre is quipped with one Television, two VCRs and four audio cassette recorders for the use of students.

The centre presently offers the following courses :

1. Master of Library and information Science
2. Master of Computer Applications
3. Bachelor of Library and information Science
4. Bachelor's Preparatory Programme
5. Bachelor of Arts
6. Bachelor of Commerce
7. Master of Business Administration
8. PG Diploma in Human Resource Management
9. PG Diploma in Financial Management
10. PG Diploma in Operations Management
11. PG Diploma in Marketing Management
12. Diploma in Management
13. Advanced Diploma in Construction Management
14. PG Diploma in Computer Applications

15. Bachelor in Computer Application
16. Certificate in Computing
17. Diploma in Computers in Office Management
18. Diploma in Rural Development
19. Diploma in Tourism Studies
20. Certificate in Food and Nutrition
21. Certificate in Tourism studies.

The Centre is conducted by the College staff and faculty. In most cases the Academic Counsellors are from the College faculty.

5.8 SOCIAL INTERFACE :

The College understands its social responsibilities and obligations. Further, the need for training the students by providing social exposure is also considered actively. The National Service Scheme of the College is considered as an agency which can fulfil these twin objectives.

NATIONAL SERVICE SCHEME

The thrust on 'service with skills' that is the essence of innovative schemes plus raising to any occasion with THREE 'M's : men material and mind

The National Service Scheme Unit was founded during 1986-87, two years after the establishment of the college.

In the Bombay University region the College NSS unit is popular for its innovative projects.

The main thrust areas of social work have been Blood donation camps, Drug Awareness, AIDS Awareness, Rural work, Consumer guidance, gender justice, adult education etc.

Disaster management and relief :

In addition NSS unit of the college has always responded to the need of emergency arising out of natural calamities in the proximity and distant.

During the flood and cyclone disaster at Jambhulpada (Maharashtra) in 1989 and the earth quake in Latur (Maharashtra), the College rushes aid and relief operations on war footing.

Primarily, the college dispatched the relief team with skeletal aid within hours of disaster. The team could provide immediate relief and provided first hand report to be followed up by concerted effort of relief operations.

In both the cases the college was one among the first to reach remote areas with material generated out of its own resources. In a single day the college students donated instantly, Rs. 20,000 and the College Management offered a matching grant.

On each of the occasions, the college NSS unit and the Contingency committee made purchases and reached the disaster struck area in rerecord time. It gave us immense satisfaction to help the affected not indirectly but directly without any other intermediate agency. This way we could provide accountability to all our student donors. On each of these occasions the relief is values at Rs.1,00,000.

Consumer vigil : The consumer guidance project was taken up in 1988 as a pilot project. For this project the College Programme officer received the University award for Meritorious Services.

The Consumer Vigil was a resource centre and training centre for the University of Bombay. During a single year the project executed 100 shows each covering 1000 population. The target of 1lack population was accomplished.

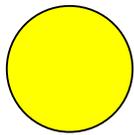
The College carried the programme to several College NSS units. It promoted Consumer guidance several social organisations by providing resources in terms of material and skills. The unit conducted several workshops at institutional level to promote consumer movement.

The College NSS unit also participated in several crusades to protect the interests of the consumers. The grievance redressal was popularised during those days when consumer movement was not common and there wasn't enough legislation in the interests of the consumers.

To support the cause the NSS unit started a news letter called Consumer Vigil which could not see several issues due to financial constraints.

Towards Rural service, the college conducts camps. The college unit participated in the Water distribution and management programme during the severe drought years in Maharashtra during late 1980s.

Concern towards environment is shown by way of conservation camps and programmes. Tree plantation is done on a regular basis. The follow-up is carried out to ensure proper growth of trees.



An area where the College NSS unit needs to concentrate is to adopt a Village for regular and permanent development programme. It is felt that the College NSS unit has been moderately urban biased. It has been so because of the innovative projects it had been for which it had earned enough reputation. Further the College needs to generate enough public relations and rapport with a select village. It is expected that with in two years the college can be equally proficient in its Rural Development projects

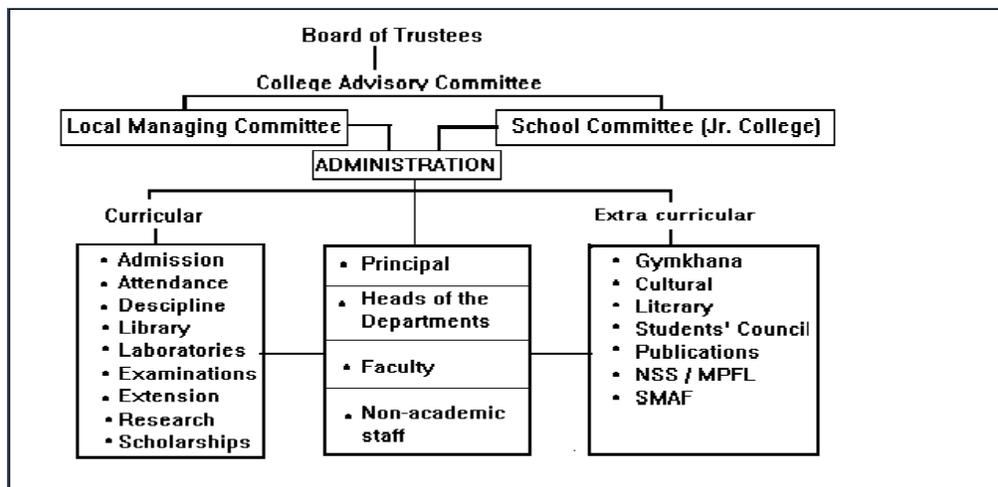
CHAPTER VII Organisation and Governance

COLLEGE GOVERNANCE AND ADMINISTRATION

An attempt to streamline academic administration with corporate culture of autonomy, accountability, excellence and growth. The secret of success is decentralisation, autonomy and progressive leadership.

6.1 ADMINISTRATIVE HIERARCHY

The hierarchy in the College administration has a network of advisory, executive and supervisory bodies. Vaze College follows five tier model of administration. Thus the system the qualities of decentralisation, democratic participation, accountability and growth.



6.2 THE BOARD OF TRUSTEES

The Board of trustees is composed of five members

1. Shri G.D.Kelkar , Chairman
2. Smt. Radhabai Vaze

3. Shri S.V.Vaze
4. Shri R.V.Vaze
5. Shri T.S.Kokje

Shri.Govind D. Kelkar is the Chairman of the Trust as well as the College Advisory Committee. Shri.GD Kelkar is the Managing Director of SH Kelkar & Co., Director, K.V.Arochem Ltd. And Keva Fragrances Ltd. He is associated with several educational institutions and social organisations, Central Government Committees, PAFAI, CHEMEXIL, Founder member of Bombay Rose Society and former President of Rotary Club of Mulund, Mumbai.

Smt. Radhabai V.Vaze is the Director of SH Kelkar & Co. Ltd.

Shri. Suresh V.Vaze is a n Industrialist, Director of SH Kelkar & Co ltd., KV Arochem Ltd., and Keva Fragrances Ltd. Former President of Lions Club of Mulund, Mumbai. He is associated with PAFAI and with educational and social organisations.

Shri. Ramesh V.Vaze is an Industrialist, Director, SH kelkar & Co Ltd. And Keva Fragrances Ltd., Former President of Lions Club of Thane , former President, Essential Oils Association of India.

Shri. Tukaram S.Kokje is Journalist, former Editor. He is associated with Social, educational, cultural and co-operative organisations. Also, Former President of Mumbai Ptrakar Sangh and Rotary Club of Mulund.

Late Dr.Ramachandra A.Kulkarni, M.Sc., Ph.D. was the founder member of the College Advisory committee holding office upto 1995. Dr. R.A. Kulkarni was the former Principal of Ramnarain Ruia College, recognised Research guide and had over 100 research publications to his credit. He was the Director of College Development Council of University of Bombay for five years . While being the Secretary of the Kelkar Education Trust he also was on the committees of Dnyana Sadhana College and Vidya Prasarak Mandal College , Thane.

As a noted educationalist and academician he had rendered his services to several educational institutions. He was instrumental in bringing up the College. The College is deeply indebted to him for the academic and administrative culture inducted into the system.

6.3 THE COLLEGE ADVISORY COMMITTEE

The College Advisory Council is comprised of six members

1. Shri G.D.Kelkar, Chairman
2. Shri R.V.Vaze
3. Shri T.S.Kokje

4. Dr. H..K.Pendse
5. Prof. A.D.Bhorkar
6. Dr. M.R.Kurup (Principal) Ex-officio Secretary

Dr.HK Pendse M.Sc.,Ph.D., Research fellow in Zurich University, Switzerland and Massachusetts Institute of Technology, USA. He was formerly Production and Works Manager in Roche Products Ltd., General Manager, Amar Dye Chem Ltd., Works manager in Dharamsi Mararji Chemicals Ltd. He is associated with several educational and social organisations. He was the member of the Senate of the University of Poona.

Prof. Arvind D.Bhorkar is a practising Chartered Accountant since 1967. He was on the faculty of RA Podar College, Mumbai and VG Vaze College. In addition he is a visiting faculty for several institutions.

Dr. MR Kurup M.A.Ph.D. Principal , is the Ex-officio Secretary of the College Advisory Committee. He is a noted academician and an educational administrator. He had undergone Orientation Programmes in management of Education system at ASCI, Hyderabad and NEPA, New Delhi.

6.4 Local managing committee

The Local managing Committee constituted as per the Maharashtra Universities Act of 1994 under Section 85 comprises 9 members.

1. Shri GD Kelkar
2. Shri TS Kokje
3. Dr. HK Pendse
4. Shri AD Bhorkar
5. Dr. MR Kurup Principal
6. Dr. PN Pabrekar Teacher member
7. Prof. KG Bhole “
8. Prof.(Mrs) Uchil “
9. Mr. J Khaire Non Teaching member

The nominee of the Secretary of the Governing Board is vacant at present.

Presently, LMC is governed by the Maharashtra Universities Act of 1994. Section 85 of the act defines constitution, objectives and functions of LMC. In comparison with the provisions of the earlier Act, LMC had been made more effective and democratic.

The provisions under the previous Act only treated LMC as an approving body in the advisory position, whereas the present Act empowers LMC to participate in the executive responsibilities. The committee is associated with preparation of the Budget, suggest new proposals not included in the formal budget, participate in the inspection reports, consider the local inquiry committee report, and provides the feed back to the University on its functions. This provides an ideal mechanism for the LMC to enforce its functions and act as an effective interface between various institutions participating in the academic administration

6.5 **Forum of Heads of the Departments** :

The body of the heads of the Departments constitutes an important position in the general governance and administration of academic and extracurricular activities. The Heads of the Departments meet on the first Saturday of each month.

The forum is made up of the Principal, Vice Principal, Librarian and all Heads of the Departments. Depending on the agenda the Forum may invite persons who are directly connected with an issue.

The business of the forum include :

1. Academic Calendar
2. Admissions
3. Introduction of new courses or methods of curriculum administration
4. Examinations
5. Discipline
6. Attendance
7. Allocation of Departmental budgets and utilisation
8. Co-ordinating upward and downward line of communication in the management hierarchy
9. Advisory functions
10. Executive functions
11. Evaluation of various policy measures
12. Conduct of workshops, research projects, and like
13. Link between the administration and the Faculty
14. Review performance and suggest remedies.

The body has been successful in implementing several of its objectives. Over the years the forum has developed into a activity centre which could mobilise respectability and responsibility.

6.6 Academic Departments :

The departments are headed by a senior member designated as the Head of the Department. The post of the Head of the Department is a permanent assignment which is the prerogative of the senior faculty member.

The Head of the Department is assigned the following responsibilities :

1. Participate in the selection of the faculty members
2. Assess the departmental work load
3. Conduct periodical meetings for the flow of information and motivation
4. Council the Principal in the issues of staffing pattern
5. Maintain liaison with the University and the university departments
6. Participate in the University level workshops for designing and review of the syllabi
7. Maintain communication with Subject boards
8. Manage the Departmental budget
9. Maintain the leave records of the departmental staff
10. Faculty upgradation by recommending colleagues for refresher / orientation programmes
11. Co-ordinate with the Examination department
12. Maintain and follow up the attendance records of the students
13. Co-ordinate student evaluation
14. Conduct parent interviews in case of student default
15. Organise remedial lectures , if need be
16. Organise research
17. Council the Library regarding procurement of books, periodicals and documentation
18. Any other function which will enhance the functioning of the department.

The departmental heads are the pivots of academic activities. They are considered as the focal point of academic decisions, planning, administration, evaluation and reforms.

6.7 **The Staff Common Room Meeting** :

Keeping faith in the democratic values of governance , great emphasis is given in the free participation of all the faculty in the matters of the College.

The Staff Common Room Meeting is held periodically almost six to eight times during a year. The Common Room is a body of all the teachers of both degree and junior College.

The Staff Common Room has wider area of operation than the Forum of Heads of the Departments. The Staff Common Room can even revoke the decisions of the Forum.

There are two Secretaries looking after the activities of the Common Room. It can be noted that the Faculty is not unionised to the levels of treating the College Management alien. In this context the Staff Room also assumes the responsibility of taking collective decisions in the matters of general interest.

In earlier occasions the Staff Common Room played an important role when all the teachers of the University of Bombay were on Strike. Decisions were taken in such a manner that the solidarity is expressed with Teachers fraternity at large and also the distinctiveness of the Vaze faculty maintained.

As a matter of convention Staff Common room meetings are held in the beginning of the term and the conclusion of the term. Meeting are called in between on the merit of issues and activities.

A special Staff common Room Meeting is held on the first day of the year as Staff and management get together. Policy decisions are announced and performance is reviewed. During the meeting High Tea is hosted by the Management. This is considered as an occasion where the Faculty can freely interact with the management.

During the Second term end meeting the Principal provides the Annual evaluation of College performance. The evaluation covers academic, extracurricular and administrative issues. It being a closed forum, the issues are dealt with modesty and left for debate and discussions. The meeting ends with Lunch.

The Staff Common Room has its own fund created out of its own contributions and the awards received by the teachers from various facilitation functions. Every time the College produces Rank holders the local bodies offer prize and gift money the teachers. The College has Rank holders every year and the receipt almost become annual.

The Staff Common Room has initiated certain good practices which include

1. Felicitating the teachers on their Doctorate / MPhil / Additional qualification / awards received and similar achievements.
2. Commonly representing the Teachers on the marriages of any Faculty.
3. Contributing to the any cause of emergency, relief activities taken up by the College.

6.8 ADMINISTARTIVE PLANNING

The administration is headed by the College Registrar. The Registrar, in consultation with the principal co-ordinates the administrative functions down in the hierarchy.

The central administrative block is made up of establishment, personnel, accounts and payroll, house keeping, security, sanitation, maintenance, secretarial activities, and supportive services for the academic activities.

In addition, there are laboratories where non-academic staff manage supportive and maintenance activities. The departmental activities are planned and executed under the guidance of the respective Heads of the Departments.

The activities at these decentralised units are composed of house keeping, maintenance of equipment, organising practicals and

evaluation, inventory, accounts and helping general administration like admissions , College functions, examinations etc.

The administrative staff at the laboratories is accountable to the Heads of the Departments.

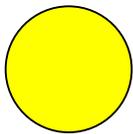
The distribution of work among the administrative staff, posting of personnel at different departments, maintenance of general personnel record is done by the central administrative block.

The general planning takes into account the manpower need the quantum of work and the Governmental stipulations there on.

The administrative planning is mostly reflected in the following :

1. Budgeting
2. Rules regarding appointment of non-academic staff as per the admissible norms
3. The Academic calendar
4. The examinations
5. Monitoring leave
6. Managing grants : salary and non-salary
7. The demands of the Academic plan

The administrative functions need certain special skills in certain posts. The planning should also take into account the specific needs of a job. The posting at the Auditorium, Audio- visual library, Photocopying machine, laboratories, library, Gymkhana, gardening etc need orientation towards the job requirements.



Administrative planning becomes an important task with uncertainties of productivities. This is because of the reasons that the staffing pattern needs to be strictly according to the Governmental guidelines.

To maintain the high profile the staff need to be thoroughly motivated. In other words , better work needs to be drawn for the same pay scale as that of a mediocre institution.

If the staff becomes highly unionised, the personnel management can not be a lay man's job.

The College can not reward efficiency, perhaps even inefficiency can neither be established nor punished. The management should optimise the results given these limitations.

The strength of Vaze College administration lies in acknowledging these hard facts and managing with professional skills and human touch.

6.9 ADMISSIONS

The student admission at the college is organised in two ways. At the entry level, XI Standard, the admissions are managed as per the guidelines of the State Government.

Normally, XI standard is the entry point for the college. Thereafter, the admissions are routine. The same students who are successful in the examinations are promoted to the higher classes.

STUDENTS' ADMISSION

Merit based admission without capitation fees / donations is the distinguishing feature of the College.

Transparency in admission is a coveted virtue

The quality of admission determines the Campus discipline and the corporate character of the College.

The College strongly believes that the quality of admission determines the administration and governance of the curriculum. The policy of admission for the college has been uniform right from the inception.

The college offers courses from XI standard to PG and Research. The general open admissions are made only at the IX standard. XI standard is the entry point for the college courses. With the examination results being 100% or close to it. The students qualify for admissions to the higher classes. There is no possibility of fresh admission at most courses.

However, At the entry point in the Science stream the intake is 600 students of which only around 50 students seek admission to the B.Sc. course. Around 550 students are absorbed in the professional colleges of Engineering, technology, medicine or similar courses. In such eventuality the college is constrained to accept admissions from the outside at the First Year B.Sc..

The admission process is transparent and is purely merit based supplementing the rules laid down by the Government / University.

At the entry point for a capacity of 1400 students in different faculties, the college receives around 12,000 forms. To manage such huge inflow of admission forms with in the stipulated time period of three days with multi discipline the College has a well developed system.

The process of admission is decentralised. Committees are formed for handling the admissions in different faculties, quotas pertaining to sports and reservations.

Around nine committees are formed :

1. Central Co-ordination committee
2. Committee for Arts Admission
3. Committee for Science admission
4. Committee for Commerce admission
5. Committee for admission into Reserved Categories
6. Sports admission Committee
7. Organising Committee with non academic staff
8. Data Management and processing Committee
9. Advisory Committee

These committees are properly oriented with instructions and guide lines centrally and also by the committee convenors.

These committees together constitute 110 faculty members and 60 non-academic staff working 12 hours a day for over five days.

The admission season coincides with the monsoons. Mumbai monsoon are known for the down pour for days together. So, it means additional arrangements and infrastructure for providing sheltered crowd management.

Over the years the College staff has earned the reputation for the immaculate care taken in crowd management and the enduring staff with courteous public relations.

The list of students qualifying for admissions is drawn through merit based system. It is computerised out put which makes the admission process totally transparent. The second list, if any, is also drawn from the admission data bank.

The fee is collected as per the norms laid down by the Government and/or the University of Bombay. No donations or gracious payments are collected on any account.

Subsequent to the student securing admission into the desired discipline, certain courses need reapplication . The UGC Vocational Courses at the degree level start admission seeking candidature from the admitted group of students. The application forms are separate in larger detail soliciting information relevant to the admission procedure plus a resume of career plan.(Ref. UGC Vocational courses).

The College offers 123 combination of subjects to the three faculties at the degree level. With exclusive combinations the number will be much larger. The College believes that the students shall be granted the subject combination of their choice without any compulsory tie-ups.

COURSES OFFRED

B.A.

FYBA

COMM.SKILLS IN ENGLISH
FOUNDATION COURSE-I
MARATHI
HINDI
FRENCH
ECONOMICS
POLITICS
SOCIOLOGY
HISTORY
PSYCHOLOGY
MARATHI LIT.
HINDI LIT.
ENGLISH LIT.

S.Y.B.A.

FOUNDATION COURSE-II
ECONOMICS
POLITICS
SOCIOLOGY
HISTORY
PSYCHOLOGY
HINDI LIT.
MARATHI LIT.
ENGLISH LIT.
MARKETING RESEARCH
ADVERTISING
JOURNALISM
HEALTH PSYCHOLOGY

-

T.Y.B.A.

ECONOMICS
POLITICS
SOCIOLOGY
HISTORY
PSYCHOLOGY
MARATHI LIT.
ENGLISH LIT.
SOCIOLOGY/HIN.LIT.
PSYCHOLOGY/HIN.LIT.

B.Sc.

F.Y.B.SC.

FOUNDATION COURSE-I
CHEMISTRY
PHYSICS
BOTANY
MATHEMATICS
ZOOLOGY
BIO-TECHNOLOGY

S.Y.B.SC.

FOUNDATION COURSE
CHEMISTRY
PHYSICS

BOTANY
ZOOLOGY
MATHS.
BIO-TECH.

T.Y.B.SC.

CHEMISTRY
PHYSICS
BOTANY
ZOOLOGY
MATHEMATICS
FINE CHEMICALS
ELECTRONIC INSTRUMENTATION
COMPUTER PROGRAMMING
ENVIRONMENTAL SCIENCE
BIO-TECHNOLOGY

B.Com.

F.Y.B.COM.

FOUNDATION COURSE-I
BUSS.COMMUNICATION
BUSINESS ECONOMICS-I
COMMERCE - I
ACCOUNTANCY - I
EVS. STUDIES
MATHS.
FOREIGN TRADE
TAX PRACTICE AND PROCEDURE

S.Y.B.COM.

FOUNDATION COURSE-II
BUS.ECONOMICS-II
ACCOUNTANCY-II
COMMERCE-II
BUS.LAW
ADVERTISING
FOREIGN TRADE
TAX PRACTICE AND PROCEDURE

T.Y.B.COM.

COMMERCE-III
BUS.ECONOMICS-III
A/C-I,II,III
DIRECT/INDIRECT TAX

INDUSTRIAL PSYCHOLOGY
 EXPORT MARKETING
 FOREIGN TRADE
 TAX PRACTICE AND PROCEDURE

6.10 ORGANISING COMMITTEES

The College forms committees for the purpose of organising the co-curricular and extra curricular activities in the College. These Committees are generally announced once in two years.

The Committees are made with due consideration to the aptitude of the faculty and the demands of the association.

During the tenure of two years the faculty and the Principal may bring about changes in the composition of the Committees: however such changes are very uncommon.

These committees are broadly divided into two groups ; viz. The activity associations / groups and the administrative committees.

COMMITTEE OF TEACHERS FOR THE YEAR 1998-1999

	Dr.M.R.Kurup Dr.R.T Laul	President Vice President
01 Students Council		Miss.Vandana Panse
02 English Lit. Asn.		Mrs. Neelaxi Roy
03 Hindi Sahitya Parishad		Dr.Ashok Mishra
04 Marathi Vangmaya Mandal		Dr.P.S.Parab
05 Gujarathi Sahitya Parishad		Mrs.V.P.Gandhi
06 French Lit. Asn.		Mrs Katrak
07 Fine Arts		Mrs. KL Samal
08 Zaporza/ cultural		Mrs. Mathangi Iyer
09 Dimensions		Mrs. Shubhangi Karnik

10 Gymkhana	Dr. PN Pabrekar
11 Hikers Club	Mr.C.R.Shinde
12 Nature Club	Mrs.NS Kulkarni
13 NSS	Dr. Kurusu
14 Alumne Asn.	Mrs. MD Devasthale
15 Science Asn.	Dr.BBSharma
16 Planning & Mngt Forum	Mr. Adhir Ambavane
17 Debate Elo. Quiz Circle	Mrs.Satwant Balse
18 Vaze Research Group	Dr. .L.R.Thatte
19 Vaze Vision	Mr.S.L.Dhuri
20 Career Guidance Placement & Counselling	Dr.(Mrs) Laxmi Ravishankar
21 Vaze Theatre	Mr.Jaiprakash Labdhe
22 Rotaract Club	Dr. SS Barve
23 Teacher-Student Forum	Dr.A.S..Jain
24 Maths Olympiad	Mr.D.G.Karandikar
25.Physics Olympiad	Mr. HR Choudhary
26. Mayur Committee	Mrs S B Dey

27. Vocatioanl Interface	Mr. CVS Ranga Sai
28. Students' Counselling cell	Mrs. Neeta Kulkarni
29. Parent taecher interface	Dr. RTLaul
30 Extension programmes	
a. Computers	Mr. KGBhole
b. English Proficiency	Mrs. Sumitra Chaterjee
c. VCTS	Dr. GG Pusalkar
d. Course in QT	Dr. (Mrs)LRThatte
e. Entrace Guidance	Dr. Sharma and Dr Pabrekar
f. Intensive Courses	Ms.Sheela Sotta

Each association is managed by the faculty supported by the committee of the students. The core groups of each association is responsible in the planning and conduct of the association activities.

The associations are devided into five groups viz.Language groups, cultural groups, sports and games, career development and academics. Each student is required to participate in three of these activity groups.

Ones the associations are formed and budget allocated, the groups work independently. The Faculty and the students together constitute the advisory and executive bodies of the associations. The students organise themselves into sub committees when the programmes are of larger dimensions and need larger manpower and planning. There are specific sub committes for various activities

The activities of these groups are annually recorded in the College magazine as a part of the profile of Extracurricular activities.

6.10 Administrative committees

(contd.)

31 SMAF	Mr.N.M.Kane
32 Examination Committee	Mrs.H.J.Uchil
33 UGC Grants Monitoring Group	Mr. KGBhole

34 Student Attendance Committee	Dr.RT Laul
35 Unfairmeans Inquiry Committee	Dr.R.T.Laul
36 Library Committee	Mr.K.G.Bhole
37. Lab Coordination Committee	Dr. SR Ghantwal
38 Purchase Committee	Dr.MR Kurup
39. Steering Committee (internal Exam)	Dr. RT Laul
40. Academic prizes Committee	Dr. RS Hande
41. Time table committee	Mrs. GA Gokhale
42 Staff Common Room Committee	Mrs.Shirisha Gupte Mrs.Avantika Kanade

ADMINISTRATION

The administrative committees are formed to assist College administration. The committees help in decentralising the decision making system. The Principal delegates the duties and responsibilities to the Chair persons of different committees. The committee report back to the Principal their status of activities .

The jurisdiction, activities and the directives of each administrative committee is specified in the Staff Common Room (Faculty Council). The Committees thereon comply the directives issued by the relevant government bodies and/or the University.

In the subsequent staff Common Room meeting the activities of various committees are reviewed and discussed. The Committees also share the common platform of the Common Room when it has to mobilise support from other colleagues or request compliance of certain norms or execution of job in various sub committees.

The activities conducted by the admission committee, Cultural Committee, Examination Committee, and the Attendance Committee , the entire Common room participates

The amount of time spent by the faculty depends on the nature of activities. Certain Committees like admission solicits the efforts of around

90 faculty members working for 6 hours a day for 5 days. The cultural activities need 15 faculty members to plan supervise activities for a period of almost 6 months at an average rate of 3 hours per day. The conduct of prestigious inter collegiate youth festival demands efforts in much larger quantum

Three times the time spent by the faculty is invested by the students. The team works in perfect co-ordination. This is a matter of necessity for larger activities like Cultural Activities.

6.11 COMMUNICATION SYSTEMS

a. Management and Staff get together :

Annually, on every day of reopening of the College in the first term, the College management hosts a get together.. The meeting is attended by the members of the trust and the Governing body.

In a formal meeting the management announces the development plan for the College. Around the same time the results of XII standard are announce. The results brings in glory to the College by way of Ranks at the Board. It has become customary for the management to falicitate the faculty on the same occasion.

The get together provides an opportunity for the staff to have direct interaction with the management. This is treated as an upward line of communication for the staff and a system of feed back for the Management.

b. Forum of Heads of the Departments: Ref.

The forum is responsible in providing inputs for the development plans being devised at the Management Council. It is an apex academic body at the college vital in providing the communication link between the faculty and the College Governing Body.

c. Staff Common Room (Faculty Council) :

With in the College, the Staff Common Room is a an ideal institution for communication. This is a democratic body, where the academic, administrative plans are discussed. This is a forum where the

faculty gets an opportunity to suggest, revise and evaluate the policies of the College.

d. Physical communication :

The civil structure of the college is spread over 1,00,000 sq. ft. of area , on three floors. The departments, library, canteen, laboratories, administrative and accounts offices, Principal, Vice Principal, the Research Centre are connected with extensions intercom system.

The college has subscribed to the login account with NCST, which gives the College an access to the E mail facility to local and international networks like BONET and ERNET.

The College library uses ISIS software package to access book. This enables faster accession of the books

6.12 STUDENTS' MUTUAL AID FUND (SMAF)

*A students' co-operative endeavour to extend financial support to the needy students and to cater for students' welfare activities.
SMAF is a campus charitable body.*

Constituted by Memorandum of Association dated 8 March 1990 and registered under Bombay Public Trust Act 1950. Under Sec.12-A of income Tax Act is granted the position of charitable body of the College

The trustees of the body include the Principal, the Vice Principal, Chairman and Secretary of the Kelkar Education Trust, Staff members and importantly, three students co-opted . SMAF thus provides to the management an upward channel from the students in addition to the priceless participatory value that it inculcates in the students.

The objectives of SMAF could be highlighted as

- a) To provide students with study and sports materials.
- B) To subscribe to publications and to set up book banks and to issue books and periodicals on loan.
- C) To pay examination, tuition fees and to extend other monetary help to deserving students
- d) To organise medical check up and to extend medical aid to students.

- E) To provide free or subsidised food to deserving students.
- F) To offer lumpsum grants, loans and assistance for creating common facilities
- g) To support any other students' welfare project.

Over a period of six years SMAF has fruitfully aided various welfare schemes in the College. A Corpus of Rs.1,48,498 made by the Trust in 1991 continues as on March 1996 in addition to the annual collection made along with fee from each student of Rs.5

SMAF also extends supports to the learning class by providing booksets, fee concession and by contributing towards the printing cost of college magazine. It has also been supportive of the cultural activities in the College. Further, the application forms, prospectus and pamphlets too draw on SMAF.

Keeping a wide range of objectives and an open vision SMAF is easily accessible to the needy students who get easy information of the body from the prospectus. Students with family income less than Rs.3000 apply through the college library for fee concession and other academic needs. SMAF currently reach out the needy ones with 50 sets of books and fee concession extended to nearly 100 students. The College canteen too is monitored and aided by SMAF.

6.3 STUDENTS' COUNCIL

Students' Council shall reflect the aspirations and potential of the students. It is the finger print of college policy, administration and outlook. Council is the Corporate image of the Students adding colour to the College.

The students come, the students go, the traditions remain the same, the leadership is nurtured and the Council thrives..

The students' Council is the hub of extracurricular activities in the College. The Council is comprised of faculty and the students. Upto 1994 the students' council was comprised of elected members from each class.

Though the objective of conducting the Students' Council election was to inculcate the democratic virtues among students, it was generally

considered as a boiling pot of campus indiscipline due to politicisation. However, in the College the elections were conducted in a peaceful environment. This was solely due to discipline being inducted, not by enforcement but by education.

There were occasions where the college conducted two day leadership / personality development workshop for the group of students elected and not elected. In fact it was a counselling session to bring people together.

After 1994, the University Act has stipulated that the Students Council be composed out of nominated students from each class based on merit, sports and class teachers' recommendation.

Out of the nominated members the Student Council Secretary is selected. An executive committee is formed comprising the students. A committee of staff members is also formed by the Principal. Together the council is responsible in planning and executing several activities in the college.

In addition, the Committees formed for the conduct of various activities (Ref. Curriculum development), also participate in the conduct of various programmes and competitions.

The associations conduct various programmes, activities and competitions, independently. The students' Council conducts specific programmes like :

- Zaporza (Intra Collegiate festival),
- Dimensions (Inter Collegiate Youth Festival),
- Class Socials to identify talent for the Annual day,
- The College Day celebrations and.
- Emergency / contingency programmes

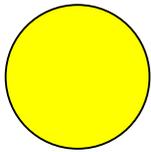
These are the large scale functions soliciting, large scale involvement of the College infrastructure.

All these functions have the un-exceptional reputation of being conducted professionally, well organised and purposeful.

Over the years the College has created an impression that the College functions are no nonsense, clean activities. Some programmes

(Dimensions) are so popular that during a day the crowd touches a peak of 10,000, yet well organised and received.

During an informal interview with the students with regards to the Students' Council composition and activities, the Students candidly revealed that the composition is totally ineffective. The student council does not reflect the true potential of the students.



Though we do not totally contribute to the opinion, there is certain amount of truth. The University rules regarding the composition of the students' Council suggest that the representation be provided to all classes and divisions by nominating candidates selected as per the academic merit, sports, and leadership talents.

Normally, the students are suggested by the class teachers. It is likely, that the faculty is more impressed by the academic achievements while suggesting the candidature. Further, it is not necessary that the student who is suggested is genuinely interested in leading the common opinion.

Failing which the Students' Council composition will be such that the participation is limited to bear minimum without actually reflecting or training the leadership qualities.

In the history of the college there have not been any students' agitation leading to strike or loss of days of instruction. In case of a demand, the issue is discussed in the Council meeting and the consensus is communicated to the Principal. In joint consultation of the Council and Principal issues are resolved.

Never did the council interfere in cases of disciplinary action being taken against any student. The issues mostly pertain to provision / improvement of infrastructure, academic programme, additional cultural event.

Absence of any issue precipitating to agitation indicates that the Council is not politicised. Nevertheless there never have been apparent indications of political student's unions operating in the College.

Finally, this is the cause or result of the enviable campus discipline, the College enjoys. In tune with the public opinion it is said

“...serious indisipline is only found by way of students loitering in the corridors and being found in the canteen during lecture hours.”

6.14 STAFF ASSOCIATIONS

a. Academic Staff :

The teaching staff are the members of the Mumbai University and College Teachers Union. MUCTU is federated to the Maharashtra College teachers Union, leading to the National Union.

From the Vaze College Unit of the Union three faculty members represent the College in all the Union activities. The faculty is provided information regularly regarding the union activities through the News letter. The teachers participate in the Union activities by choice.

MUCTU is the only union operating in the College. There are no issues or cases going to the management from the Union. This is an indication of the transparent administration / management system the College follows. The Staff members have an easy access and freedom of expression with the Principal. This helps in solving the issues, if any.

The staff Common room (Faculty Council) is also treated as an agency for sorting out any issues by consultations and consensus.

In the past, there are no important issues worth recording as cases of conflict and agitation.

The only, isolated case is that of the National agitation involving all the teachers during 1986 for the pay scale revision. Even during the agitation, it can be recalled that the College unit was among the first to resume to duties, by consensus.

b. Non-academic staff :

The non-academic staff belong to one of the two unions operating in the region. All the staff belong to a single union. The staff has participated in the past strike calls given by the Union. There was a certain amount of dislocation of the College academic programme.

In the general outlook it can be inferred that the institutional loyalty overtakes the power of union. The College wishes to further this spirit in times to come.

CHAPTER VIII

Infrastructure Facilities

The College is located in a total area of 10,100 sq. mts. Plot. This accommodates a three floor , 'L' shaped civil structure with ground + three floors. Thus granting total usable space of around 1,00,000 sq. ft..

7.1 DEAILS OF COLLEGE ACCOMMODATION

SR.NO.	ROOM NO.	SPECIFICATIONS
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GROUND FLOOR

1.	100	OFFICE	10 X 9.40
2.	101	CLASS ROOM	10 X 9.40
3.	102	CLASS ROOM	4.85 X 9.40
4.	103	CLASS ROOM	10 X 9.40
5.	103(A)	BOYS TOILET	4.85 X 9.40
6.	104	AUDITORIUM	21 SQ.FT.
7.	104(A)	FIRST AID ROOM	
8.	105(A)	EXAM CHAIRMAN ROOM	2.42 X 9.40
9.	105(B)	PSYCHOLOGY LAB.	4.85 X 9.40
10.	106	CLASS ROOM	7.27 X 9.40
11.	107	CLASS ROOM	7.27 X 9.40
12.	108	IGNOU/AUDIO-VIDEO LIB.	7.27 X 9.40
13.	109	CHEM.LAB.(SENIOR)	30.5 X 30.3 FT.
14.	109(A)	M.SC. LAB.	4.4 X 30.3 FT.
15.	109(B)	PHYSICAL LAB.	25.1 X 30.3 FT.
16.	110	HEAD,CHEM.DEPT.	22.8 X 11.10 FT.
17.	110(A)	STAFF ROOM CHEM.	23 X 11.10 FT.
18.	110(B)	STAFF TOILET (GENTS)	
19.	110(C)	STAFF TOILET (LADIES)	
20.	110(D)	GIRLS TOILET	10 X 5
21.	111	CHEMISTRY LAB.JR.	71.1 X 30.3 FT.
22.	111(A)	BALANCE ROOM	14.4 X 18.10 FT.
23.	111(B)	STORE ROOM	15 X 18.10 FT.
24.	111(C)	PREPARATION ROOM	14.4 X 18.10 FT.
25.	112	BOY'S COMMON ROOM	10 X 5
26.	113	GIRL'S COMMON ROOM	10 X 5
27.	114	SPORT'S DIRECTOR ROOM	4.6 X 5.75
28.	115	GYMKHANA ROOM	10 X 5
29.	117	CLASS ROOM	10 X 10
30.	118	CLASS ROOM	10 X 10
31.	119	CLASS ROOM	10 X 10
32.	120	CLASS ROOM	10 X 5
33.	121	GYMANASIUM ROOM	10 X 5
34.	121(A)	BOY'S TOILET	10 X 5

35. 121(B) GIRL'S TOILET 10 X 5

FIRST FLOOR

36. 200 STAFF COMMON ROOM 10 X 5
 37. 201 EXAMINATION CELL 10 X 5
 38. 202 & 203 LIBRARY 24.85 X 9.4
 39. BOY'S TOILET
 40. 204 AND 204(A) CLASS ROOM/DEMO HALL 2100 SQ.FT.
 41. 205 CLASS ROOM 9.4 X 7.27
 42. 206 CLASS ROOM 9.4 X 7.27
 43. 207 CLASS ROOM 9.4 X 7.27
 44. 208 CLASS ROOM 9.4 X 7.27
 45. 208(A) STAFF TOILET (GENTS)
 46. 208(B) STAFF TOILET (LADIES)
 47. 208(C) GIRL'S TOILET
 48. 209 PHYSICS LAB.(SENIOR) 30.5 X 30.6
 49. 209(A) PHYSICS LAB.(II) 30.5 X 14
 50. 210 ELECTRONIC LABORATORY 30.3 X 25.9 51.
 211 DARK ROOM 22 X 19.2
 52. 211(A) STAFF ROOM 22 X 19.2
 53. 212 PHYSICS LAB(JUNIOR) 70 X 30.5 54.
 54. 213 HEAD, PHYSICS DEPT. 22.7 X 11.4

SECOND FLOOR

55. 300 READING ROOM (II) 24.3 X 40
 56. 301 CLASS ROOM 16.5 X 22
 57. 302 CLASS ROOM 15 X 22.3
 58. 303 CLASS ROOM 16 X 22.4
 59. 304 CLASS ROOM 16 X 22.4
 60. 305 CLASS ROOM 24.4 X 30.8
 61. 306 CLASS ROOM 24.4 X 30.8
 62. 307 CLASS ROOM 24.4 X 30.8
 63. 307(A) BOY'S TOILET
 64. 308 CLASS ROOM 24.9 X 30.8
 65. 309 CLASS ROOM 24.9 X 30.8
 66. 310 CLASS ROOM 24.9 X 30.8
 67. 311 CLASS ROOM 24.9 X 30.8
 68. 312 BOT/ZOOL DEG.LAB 30.6 X 40.3
 69. 312(A) BOTANY RESEARCH LAB. 30.7 X 15.7
 70. 312(B) MSC/RESEARCH(ZOOL LAB.) 30.7 X 15.7
 71. 312(C) STORE ROOM 18.11 X 14.10
 72. 312(D) STAFF ROOM 19.4 X 29.10
 73. 313 BIOLOGY LAB. JUNIOR 71 X 30.7
 74. 314 HEAD,BOTANY DEPT. 22.7 X 18.8
 75. 315 HEAD,ZOOL. DEPT. 22.7 X 18.8

THIRD FLOOR

76. 400 COLLEGE OFFICE-II 10.00 X 8.00
 77. 401 CLASS ROOM 10.00 X 8.00
 78. 402 CLASS ROOM 10.00 X 8.00
 79. 403 CLASS ROOM 10.00 X 5.00
 80. 404 CLASS ROOM 10.00 X 5.00
 81. 405 CLASS ROOM 10.00 X 5.00

The civil structures provide for a ground which can provide running tracks of 150 mts, or accommodate 2500 people when used as an open air theatre.

The College maintains lawns and greenery around the buildings. With well planned trees and foliage, the College gives a greener look.. This is to suit the ambient surrounding . The College is surrounded on three sides by lush green fields. The College falls under the Green belt.

CHAPTER IX

Supportive services

8.1 Sports and Physical Education

The College Gymkhana is looked after by a Committee of teachers and students. The committee constituted for the purpose of planning and organising activities is headed by a faculty. There is no post of a Sports Director now. The post is being sanctioned by the Government. The Physical instructors of the Junior College help the Gymkhana Committee in day to day administration.

For the current year the Gymkhana has a budget of over Rs.2.5 lakhs. A part of the budget is financed from the contribution collected from the students as a part of Gymkhana fee at the time of admission.

The College Gymkhana is located at the South side of the Campus. The sheds provide adequate space for the students' common rooms and proximity to the College canteen.

In the master plan, it is provided that if the neighbouring plot of land can be procured, there will be separate facilities for Gymkhana building and building of the Library complex.

The College Gymkhana presently has the following facilities

8.2 COLLEGE GYMKHANA :

The College Gymkhana has facilities which can actively support the sports activities which can enable the student sports person practice sports in the fields of certain specialisation. There are adequate facilities for the general fitness and physical training.

The sports facilities in terms of material infrastructure include the following :

1. Basket ball movable trollies	1 pair
2. Volley ball poles and net	2 pairs
3. Carrom boards	6
4. Hand ball poles	1 pair

5. Table tennis tables	3
6. Badminton Court	1
7. Gymnasium	Bench press Leg press Twister, cycles Weight plates Iron rods Dumbells
8. Ground	with long jump pit Tracks for 150 mts.

8.3 PERFORMANCE OF COLLEGE SPORTS MEN :

The College has been participating at sports at various levels and winning prizes .

1987-88.

1) MISS RAJANI KADAM_ : 2nd in cross-country race organised by Bombay University. Selected to represent Bombay University in Inter-University athletic meet at Chandigarh.

1988-89

1) Miss Rajani Kadam : 1st place in 5 Km. Cross-Country race organised by Bombay University. She was also selected as the captain of Girls' team for Inter-University Athletic Meet at Mangalore. She was also selected for All-India level Cross-Country race.

1989-90

1) Miss Rajani Kadam : Selected for Inter-University Cross-Country race at Kottayam and bagged 2nd place in Inter-University Cross-Country Race.

2) S.S.Manj : Represented Bombay University at the Inter-University Foot Ball coaching camp.

1990-91

1) Mr.S.S.Mani_: Selected in Bombay University team to Inter-University Volley-Ball matches.

2) Rajesh Sharma : Selected in Maharashtra State Team (B) for National Championship at Jaipur.

1991-92

1) Rupa Salunke : Selected for State Cross-Country race and bagged 4th Place in State Cross-Country race for Junior.

1992-93

1) Saurabh Pradhan : Bagged 3rd place in 1500mtrs. Free Style Swimming at University and also he was the member of the team with SHAILESH DUBEY who broke the World-record after completing 225Km. Relay Sea-Swim in 41 hrs & 51 mins.

2) Shailesh Dubey : Secured 2nd place in 1500mtrs. Free-Style at University. He was also the member of relay team for Sea-Swim which broke the world record.

3) Rajesh Sharma : Selected in Bombay-University Table-Tennis team for Inter-University matches at Jaipur.

4)_Nilima Korde : Selected for Inter-University Cross-Country race at Hyderabad.

1993-94

1) Sagar A.Joshi : Selected for National Basket-Ball Tournament at Chandigarh & also selected in Bombay University team for Inter-University Matches.

2) Rajesh Sharma : Selected for Maharashtra State Table-Tennis Tournament.

3) Ajit A.Kulkarni : Secured 3rd place in 200m. Run in Maharashtra State Athletic Meet at Amravati.

1994-95

- 1) Sagar A.Joshi : Selected in Bombay University Basket-Ball team for Inter-University matches.
- 2) Santosh K.Mishra : Secured 1st place in Junior & 2nd place in Senior National Yatching Competition.
- 3) Rohini M.Marathe : Selected in Bombay University Volley-Ball team for Inter-University matches.

1995-96

- 1) Sukhbinder Singh : Bagged 09 Golds in the Inter-Collegiate Aquatic Championship with two New meet records. Also he became the first Indian to Swim from Gateway of India to Dharamtar Creek Stretch thrice. He was also selected for National Aquatic Championship at Calcutta.
- 2) Sagar A.Joshi : Selected in Bombay University Basket Ball Team for Inter-University Tournament at Nainital.
- 3) Madhu S. Bandaru :Secured 3rd place in Shot-Put at Inter-Collegiate Athletic Meet. He was also selected for state meet from Thane District.
- 4) Rohini M.Marathe : Selected in Bombay-University Volley-Ball team for Inter-University matches at Chandigarh.

1996-97

- 1.Mohu Bhandaru : secured II spot at State level Atheletic meet in shot put. Selected for National level (open).
2. Amrit Raj : Seleted for the open State level Atheletic meet.
- 3 .Sukhbinder Singh : Finished 4 th in World Swimathon , Selected for the National Aquatic Championship. Falcitated by Criket Club of India.
4. Anand Venkat Raman : Participated in the U-19 Chess Nationals. Selected for International Chess Tournament held at Thane.

1997-98

- 1.Rupali Repale swam Cooks Channel. Guinness book of world Record for being the youngest to swim 6 channels.**

2. Madhu Bhandaru : Inter Collegiate Shortput at State level
3. Rani Shitole Mumbai University Athletic meet High jump
4. Senior Boys foot ball team, Mumbai University
5. Aniket Seth, Captain Maharashtra Team for Aerobatics
6. Sukhbinder Sing receives highest State Sports award for Swimming

8.3 LIBRARY INFRASTRUCTURE :

Periodical Bound Vol.5 (Since 1984)

- 1) Business India
- 2) Career and Competition Times.
- 3) Commerce Weekly
- 4) Current Science
- 5) Economics and Political Weekly
- 6) Electronics for you
- 7) Elector Electronics.
- 8) Comparative Physiology and Ecology
- 9) Computers today
- 10) Encounter
- 11) Indian Journal of Biochemistry and Biophysics
- 12) Reserve Bank of India Bulletin
- 13) Science Today
- 14) National Geographic Magazine
- 15) University News
- 16) Indian Literature

- 17) Southern Economist
- 18) Banking Finance
- 19) Insurance times
- 20) American Economic Review
- 21) World focus
- 22) The Week
- 23) Seminar
- 24) Science Report
- 25) Applied Botany
- 26) Mathematics today
- 27) Anushtubh (Marathi)
- 28) Lalit (Marathi)
- 29) Marathi Sanshodhan Patrika (Marathi)

Periodicals

- I) 1994-95 - 29 Cost - 10311.80
- ii) 1995-96 - 28 Cost - 5951.00
- iii) 1996-97 - 27 Cost - 11211.50

Journals

i)	1994-95	- 13	Cost - 3438.00
ii)	1995-96	- 13	Cost - 3627.00
iii)	1996-97	- 13	Cost - 4222.00
iv)	1997-98		cost 22,041.00

Books

i)	1994-95	931	Cost - 89055.95
ii)	1995-96	922	Cost - 101418.50
iii)	1996-97	810	Cost - 123925.02
iv)	1997-98		Cost- 1,08,00.00

CHAPTER X

Student feed back and counselling

9.0

SCHOLARSHIPS

'Academic incentives and monetary support scheme for the students.

Vaze scholarships fall into two categories - Government Scholarships and Private (Memorial) Scholarships. Currently, there are three Govt. Scholarships and one Govt. Financial Aid available in addition to the Central Govt. Scholarship for the students of the Reserved class. Besides, there are eight Memorial Scholarships instituted by various individuals. Nearly 60 students are benefited by the Govt. Scholarships and around 45 get the aid of Private Scholarships every year.

Govt. Of India Scholarship for SC students covers the fees and cost of books for the ones with their family income. Less than Rs.45,000. Govt. Open Merit Scholarships are given in two stages in Junior College and in three stages at Degree level. Junior College recipients get a sum of Rs.525/- in two years and their Degree counterparts receive an amount of Rs.1190/- in three years.

The National Merit Scholarships sanctioned by the Director of Education continues upto the Degree and the recipients get Rs.600/- annually subjected to an upper income ceiling of Rs.25,000/-. Nearly, 30 students come every year in Merit Scholarships. Govt. Financial Aid is given to three students which is continued upto Post Graduation with an Annual support of Rs.1800/-. Besides, the National Talent Search (NTS) Scholarships are availed by not less than 10 students in Junior College. This provides a fund of Rs.1800/-.

The Private Scholarships were implemented from 1989 onwards. Seven students specialising Chemistry at the Degree level, selected from Fy, Sy & Ty on academic excellence, received an annual incentive of Rs.800/- under T.N.Venkatisan Memorial Scholarship. Ramu Deora Memorial, Sakuntala Umrani and Damodhar Umrani Scholarships are availed by the needy students which offer a financial aid of Rs.800/-,

Rs.500/- and Rs.500/- respectively. Dr.P.D.Bhave Scholarship too offers a financial aid of Rs.500/- to the needy students.

Vinayak Gangurde Memorial and M.D.Shanbhag Memorial incentives go the student topping 12th Board Examinations. They offer Rs.500/- and Rs.1000/- respectively.

Outstanding Sports talents are merited by Sunil Deodhar Memorial Sports Scholarship.

9.1 CAREER AND PERSONALITY COUNSELLING :

The Career counselling is handled in different ways

1. Career guidance lectures
2. Regular display of vacancies
3. Industry interface
4. Campus interviews
5. Press note or advertisements for campus interview

The activities are conducted by the Career guidance and placement Committee appointed by the College. During the year the Committee organised the following lectures/workshops :

- Careers in management,
- Entrepreneurship,
- Interview skills,
- personality test and
- Campus recruitment programme by the Standard Chartered bank conducted by the National Institute of Sales.

The College receives regular offer letters for employment from various industries, which are displayed and candidature solicited. The College Accountancy department consists of Chartered accountants. They provide an effective agency for bringing in employment offers.

The College for the first time issued an advertisement soliciting campus interviews . This was for the benefit of students appearing for the terminal examinations of the vocational courses.

For personality counselling the college has enough facilities in terms of skills. The College Psychology department has three faculty qualified to deal with students. In addition the College has sponsored a faculty to undergo formal training for personality counselling.

In spite of having required infrastructure, the counselling is not performed on organised scale. It is believed that, formal Counselling cell may hinder students' approach as it may be treated as a remedial centre for deficiency.

Counselling activities are carried out informally , by a team of five teachers who are competent and interested in the job. In the under graduate level of teaching the counselling is an integral part of a teacher.

Counselling becomes highly essential before and during the examinations . The stress related cases are frequent during that period. In the normal course, the cases mostly pertain to interpersonal adjustments, communication, emotional insecurity and related issues.

CHAPTER XI GENERATION AND MANAGEMENT OF FINANCIAL RESOURCES

10.1 BUDGETING AND AUDITING PROCEDURES

The budgeting and auditing exercise is done regularly. The budgeting keeps in mind the allocation and grants and it forecasts the expense details down the system right up to each department and activity. LMC holds the advisory function in budgeting and the budget breakup is detailed in the HOD's meeting. All activities including library, Gymkhana, and cocurricular functions are given separate heads. 'Dimensions' the inter collegiate festival, functions as a self generative, autonomous activity with the sponsorship raised from the commercial sector. Yet, the college meets the shortage, if any on this account.

Auditors are appointed on the strength of requisite qualifications. The management holds the right in appointing the auditors. To ensure utmost vigil, the College appoints the internal auditors in addition to the statutory auditors. The Statuary auditors appointed right at the inception remain unchanged till date.

The annual audited financial statements for the past three years and the projected budget for the year have been provided along with. The statements provide the income and expenditure statements, the expenditure breakup in terms of capital and recurring expenditure, the breakup of capital expenditure with respect to the grants associated with it. The statements are self explanatory.

The major deficit area in the budget have been

a. Salary : owing to disallowance affected from the Government. The college pays salaries to the staff on priority. To maintain this the College has to maintain buffer funds to finance salary. The College resorts to borrowing from the Bank. The cost of such finance is not admissible. This burden is borne by the Management.

b. Laboratory : deficit arising due to updated facilities.
Administration : The infrastructure made up of spacious premises, air conditioning, adequate fans and lighting and maintenance thereof. need large electricity bills.

c. Cleanliness and campus maintenance : The general cleanliness is assigned to a private contract with an annual expenditure of Rs.2 lakhs. The cleanliness is of stringent quality. With large open space, the gardening and maintenance of greenery needs additional outlays. The expenditure being non-admissible remains a deficit.

d. Annual day celebrations : It is a two day high profile program necessitating huge expenditure. It is a programme conducted for 5000 college students spanning over two days.

10.2 Management of financial resources

The college depends on prescribed fee, and various grants from the UGC and the State Governments for sustenance. There was not a single instance public subscription or any external grant in the life time of the institution.

The shortage in funds is met by the management. A Trust of same family corporate meets these demands with generous contributions under various heads. Noticeably, no project or activity had been suspended due to dearth of funds. The Management mobilizes the required funds from the total interest generated by individual trusts. The details of the Trust, funds received , ear market expenditure is provided alongwith.

The college holds no right to increase or to revise the fee structure. However, the University had revised the fees from Rs.400, the fee Rs.800 over a period of 5 years between 1992 and 1995. However the fee has been stagnant for a long period prior to 1992.

Donations do not form a part of the monetary resources for the College. As a matter of policy, it does not accept donations, this principle is followed by the management also. However, voluntary donations in kind are not declined. The donation mostly include books to the library or scholarship/ freeships for students are accepted from known people.

The college has no fund raising schemes , even in the near future. The Bio technology Research Center may become commercial in a short time, when the production becomes marketable.

Consultancy at the College level, in the context of a Metropolitan city does not seem very feasible when specialized institutions and

agencies are available in the neighborhood. However, in future consultancy in the field of small scale business, exports can be explored.