



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

INSTITUTE OF FORENSIC SCIENCE

THE INSTITUTE OF SCIENCE CAMPUS, 15, MADAME CAMA ROAD, FORT,
MUMBAI 400032
400032
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Institute of Forensic Science, Mumbai was established in the year 2009 and presently housed in the campus of state run premier Institute, ‘The Institute of Science, Mumbai’, in South Mumbai and the common facilities are shared. This Institute is funded and managed by the Government of Maharashtra. It’s a single subject (mono-faculty) Institute offering three years B. Sc. (Forensic Science), two years M.Sc. (Forensic Science) and two PG diploma courses of one year each. Four specializations viz. Questioned Documents, Finger prints & Forensic Physics, Forensic Chemistry & Toxicology, Forensic Biology, Serology & DNA Finger Printing and Digital & Cyber Forensics and IT Security are offered at second year of M.Sc., i.e. Semester-III and IV. The PG diplomas are offered in “Forensic Science and Related Law” and “Digital and Cyber Forensics and Related Law”. Forensic Science being interdisciplinary and multidisciplinary; subjects like Chemical Science, Physical Science, Biological Science, Computer Science, Psychology and Law are included in the syllabi of UG and PG curricula.

Well-equipped laboratories, library comprising of reference books and e-journals, experienced and enthusiastic staff, and extensive learning support facilities in the form of guest lectures, seminars, educational visits to various institutions of academic importance, etc. provide a harmonious study environment in the Institute.

Extensive and multidisciplinary curriculum, comprising of practical and skill based teaching-learning enables students to be ready for the investigation agencies like Forensic Science Laboratories, academics and research, CBI, CID, entrepreneurs, Police etc.

Vision

- Impart quality education in the field of forensic science and allied domains and promote awareness among the stakeholders.
- Create skilful resources and fulfil the acute shortage of forensic expert in the nation.
- Empowerment of students through imparting of knowledge, leadership qualities, inclusivity and social responsibility.
- Establish scientific temperament, cognitive skills to encourage creation and innovation in the field of forensic science.

Mission

- To provide quality education through innovative pedagogical practices for the enhancement of investigative and forensic skills with ethics and integrity.
- To harness potentials amongst the students so that they can become excellent forensic experts to aid the legal system and overcome the dynamic challenges.
- To create and innovate scientific temperament to conduct research in the field of forensic science and allied sciences.

- To support and execute outcome based education through research, collaboration and integration with stakeholders.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Adequate funds received from the State Government.
- Low fee structure and affordable hostel facilities to the outstation students.
- De-facto located in Mumbai with highest connectivity through all means of transport.
- Qualified, young and dynamic faculties.
- Exceptional Institution providing paid internship of Rs. 15,000/- and Rs. 10,000/- per month for PG and UG students respectively for a period of 11 months.
- The Institute is standalone centre offering degrees in Forensic Science under the flagship of University of Mumbai.
- Highly transparent, strictly merit and prevailing reservation policy based admission process.
- Well-equipped laboratories.
- Almost all classrooms and laboratories are equipped with interactive smart boards.
- Self-sufficient and independent library.
- Well-designed academic curriculum.
- Meritorious students from within the state, national as well as international origin.
- Highly demanding and trending subject.
- Diversity in faculties and students related to ethnicity and gender.
- Adequate Internet, Wi-Fi and ICT facilities to strengthen quality of education.
- More than ninety percent average university examination results for last five years.
- Around fifteen students qualified NET-JRF/ NET/ SLET/ FACT/ GRE/ TOEFL during last five years.
- Active participation of students and faculties in conferences, seminars, workshops, etc.
- More than thirty four percent of students benefitted by scholarship/ freeship in the last five years.
- The dropout rate is almost negligible.

Institutional Weakness

- No separate campus/ building. The infrastructure and other facilities are shared with Institute of Science, Mumbai that limits academic expansion.
- Due to non-availability of 12B status, no financial assistance for research and projects from UGC.
- Vacant teaching, non-teaching and administrative staff positions.
- Transferable job of the staff.
- No financial assistance to students and teachers for attending national and international conferences, seminars, etc.
- The posts of Physical Education Director, Librarian (Group A) are not sanctioned.
- Limited intake capacity leads to insufficient collection of funds for planning and organizing cultural, sports, social activities, etc.
- Untrained laboratory staff.
- Delay in the declaration of university results.

Institutional Opportunity

- In-house training to newly recruited/ working personnel in State and Regional Forensic laboratories is in process.
- Scope for collaborative research on contemporary topics with Forensic Science Laboratories.
- Scope for consultancy, MOUs, collaborations and linkages with GOs, NGOs, Laboratories, HEIs, PPP, etc.
- To start Short term/ Add-on/ Certificate skill oriented courses etc.
- To increase employment potential in national and international laboratories, R&D, state and central government services.
- Motivate students for entrepreneurship and capacity building.
- To extend ICT facilities to the remaining laboratories, class rooms etc.
- To encourage faculty to undergo training and development.
- Recognition of the Institute as center for higher learning and research.
- Opportunity to work with diverse agencies.
- Providing training and guidance to the students for UPSC, MPSC, SLET, UGC NET – JRF and other entrance examinations.
- More emphasis on social, cultural, sports and extension activities.
- To create awareness in the society about Forensic Science and its role in Justice delivery system.
- To develop the students as the best forensic experts.
- Excellence in the quality of Forensic Science education.

Institutional Challenge

- Acquiring land or separate independent campus for the Institute and creating state-of-the-art infrastructure in the metro city like Mumbai and hence procuring 12(B) status.
- Increase in intake capacity at UG and PG levels and to initiate new programmes in Forensic Sciences.
- 100% campus placement for students.
- Filling all teaching and non-teaching positions.
- Incorporating degree in Forensic Science in the recruitment rules for suitable positions in Central / State Government, Public and Private sector organisations to enhance job potential to our students.
- Seeking Government support for consultancy, MOUs, collaborations and linkages with GOs, NGOs, Laboratories, HEIs, etc.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute faculty is ever-involved in curriculum development and assessment on a regular basis. Owing to the unique coursework taught in Forensic Sciences, the field demands timely upgrades to keep up to the pace of ever-evolving and innovative trends in the subject. Over the years, all of the faculty members of various divisions have partaken in the process of syllabus drafting and revision. While a few of them have been members of the BOS (Forensic Science) affiliated to the University of Mumbai, the others have been working as special invitees for the same.

Forensic Science stands on the pillars of Basic Sciences. Thus having a competent teaching body that is

expertise not only in Forensic Sciences but also in these basic sciences such as Biology, Chemistry, Physics, Psychology, and Computer Science has only enhanced the input and thus the quality of the coursework developed in the Institute.

As the syllabus is set to match international curriculum of Forensic Institutions relying on the expert opinion of in-house faculty as well prominent educators outside of the Institute, and direct contributors from the State FSLs, timely revision of the course curriculum is also made to match up to the recent technology as well as current demands of the crime investigating machinery of the country.

Thus, the curriculum is wholesome and reflective of not only a scientific stronghold to base the course upon, but also of a futuristic scope to allow for change and growth as and when time demands.

Teaching-learning and Evaluation

The Institute enormously focuses on the progress of the teaching-learning aspect as it firmly believes that it is the foundation of the Institute's growth and development. All methods and approaches adopted by the Institute are student centric and supports holistic development of the students. The admission process is transparent and all the admissions are carried out strictly on merit and prevailing reservation policies.

The Institute encompasses a wide diversity in the students from various states and background and to ensure equal learning opportunities to all students. The faculties conduct various evaluation activities to assess the advanced and slow learners and implement suitable measures catering to their specific needs. The teaching methodology practiced by the Institute is quite diverse and follows blended teaching methods to ensure the learning process is interesting and effective. To make it more productive, use of ICT is an integral part of teaching process.

The programme and course outcomes are clearly communicated to the students by means of orientation lecture at the commencement of the programme. The Institute follows various evaluation modes to measure the attainment of its outcomes. Formative and continuous evaluation is carried out through various modes like internal test, assignments, seminars, etc. for Masters and PG Diploma programmes whereas summative evaluation modes like semester end examinations are carried out for all programmes. The Examination Committee ensures smooth conduction of all the internal, home and University examinations. Any grievances related to the exam are resolved timely, effectively and fairly.

Research, Innovations and Extension

Striving for excellence in research is a continuous process. Faculties of the Institute have reflected their research acumen in various seminars, conferences, publication in journals, delivering guest lectures and representing on several Forensic Science Institute advisory board as members on state and national level.

Lack of formal incubation centre does not limit the scope of pioneer research and collaborative work based on cutting edge global research standards. Alumni of the Institute are motivated for seeking employment opportunities to diversify, explore skills and recent trends in establishing self-initiated start-ups.

To orient students to new research trends, students are encouraged to conduct research and publish papers jointly with the faculty. Research hypotheses of global competence of scientific and social relevance for

publication in internationally acclaimed in high impact factor, peer-reviewed UGC-CARE journals.

Fair, transparent recruitment of teaching faculty ensures quality and pertinent research topics to promote recent forensic science trends to inculcate choice of research topics from various disciplines of forensic science. This has led to continuous research pursuance, participation and bagging prizes in several seminars/ conferences of students, thereby bringing laurels to the Institute.

Improving the teaching-learning process through its experimental and practical aspects, number of events such as forensic expo, field visits, study tours, industrial visits, etc. are arranged throughout year excluding the COVID period. The NSS cell of the Institute is highly active in enduring enriching endeavours of social and cultural diversity amongst its students.

Infrastructure and Learning Resources

The Institute is housed in the premises of The Institute of Science, Mumbai and utilizes/shares the space, common facilities and infrastructure. It utilizes around 2800 sq. m. built up area, out of which total carpet area admeasuring 1705 sq. m. is utilized for administration and academic purpose exclusively by this Institute and more than 500 sq. m. are of shared amenities such as gymnasium, canteen, wash rooms etc.

The Institute has three class-rooms, twelve laboratories, eight multipurpose rooms, one library, one mini-auditorium, conference room, one Director's chamber and two office rooms. Adequate class-rooms and laboratories are ICT enabled.

During assessment period, a total fund of approximately Rs. 17 crores is spent, out of which the salary component is around Rs. 13 crores. The rest of the components of Rs. 4 crores has been utilized for the infrastructural augmentation, major maintenance, purchase of books, equipment's, consumables, etc. The Public Works Department (PWD) takes care of minor repairs, electrical works, colouring, etc. The Institute has a well-furnished library with more than thirteen hundred reference books with a reading room facility. The Institute has upgraded its internet connections from 8, 12 to 300 mbps bandwidth. For total intake capacity is of 270 students, there are more than fifty computers available for the students maintaining a good ratio of 5:1. Practical are conducted batch-wise with a batch size of less than twenty students, therefore, every student have equal opportunity to have access to use the computers.

Student Support and Progression

The Institute takes pride in its prestigious alumni who are well placed in private as well regional, state laboratories, organizations of repute and also have ventured into entrepreneurship. Students have also been selected on various posts in state and public commission posts, banks, private and public sector domains working successfully and its noteworthy to mention that many amongst them have pursued higher studies abroad.

Every year student council members aid in building the bridge between the administration and students by arranging, participating and helping in academic and curricular activities. Many students who pass out as graduates aspire and pursue their master's in the institute itself. There is a great enthusiasm amongst professionals for post graduate diploma programmes being run by the institute.

The annual cultural fest of “Antarang” provides platform for the students to showcase their talent. Right from planning, event management to successful completion of the events, the students get opportunities to improve their soft skills.

Students are encouraged to participate in various seminars, workshops and conferences by contributing research papers, posters, etc. The institute has always encouraged students of repute that have participated in international acrobatics and gymnastics, university sports competitions and athletics.

Most of the students avail facilities of free-ship and scholarship to support their degree and pursue it with ease. Student grievances are resolved by the entitled committees. Not only academic, but also personal grievances are addressed.

Governance, Leadership and Management

The Institute is governed and funded by Department of Higher and Technical Education, Government of Maharashtra. Various committees at the Institute plan and carry out academic, co-curricular, administrative, financial activities ensuring decentralization and participative management.

The Institute attains the goal of quality and scientific temperament in education through its vision and mission. E-governance is implemented in almost all wings of administration.

The welfare schemes of Maharashtra Government are applicable to teaching and non-teaching staff of the Institute. Easy loan facility for staff is made available by the co-operative bank of the employees and EMI is deducted and deposited directly from the salary.

Most of the faculty members have actively participated in various training and faculty development programmes, senior faculty members have contributed as resource persons in various academic programmes.

Being recommended by Maharashtra Public Service Commission (MPSC), the teaching staff enjoys the status of Gazetted Group-A officers. Services of the teaching and non-teaching staff are governed by Maharashtra Civil Service Rules (MCSR)-1981 and Maharashtra University Act-2016.

Besides following the UGC guidelines for CAS promotions, the annual Confidential Reports (CR) are also taken into consideration, whereas time bound promotions of non-teaching staff is done on the basis of annual Confidential Reports (CR).

Adequate financial support is received from the Government and the internal and external financial audits are carried out by concerned government agencies.

IQAC has been active in the Institute to ensure the quality assurance in the institution. Several initiatives are taken by the IQAC over the last four years.

Institutional Values and Best Practices

The Institute conducts several activities which inculcates values amongst its stakeholders by organizing programs that encourage gender equality, brings about holistic development by celebrating national and

international days. To create, secure and feel at home environment for female students, provision of 24 X 7 surveillance, common rooms and security arrangements are at place. All the teachers in general and class teachers in particular address academic, co-curricular including personal challenges, if any of the pupils. Various curricular and extracurricular activities aimed at creating awareness about environmental issues are organized in and out of the campus. Several green energy initiatives such as use of solar energy, LED bulbs and power efficient equipment are encouraged. Students and staff members are encouraged to use public transport to commute. Students are exposed to rich socio-cultural, religious and regional diversity of India by organizing programs such as Tiranga March, Bhajan Sandhya, admitting students from all over India and strict implementation of reservation policies etc. Pupils are motivated to participate in initiatives such as voter registration camps, blood donation camps, visit to orphanage home. To make them responsible citizens' lectures/ pledges on Constitutional Duties and Responsibilities are organized. One of the best practices the Institute has adopted is biodegradable solid waste management by means of vermicomposting. Frequently arranging outreach programs like Forensic Expo and lecture series to create public awareness in order to curb the crime in society being another best practice.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	INSTITUTE OF FORENSIC SCIENCE
Address	THE INSTITUTE OF SCIENCE CAMPUS, 15, MADAME CAMA ROAD, FORT, MUMBAI 400032
City	MUMBAI
State	Maharashtra
Pin	400032
Website	www.ifsm.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Pratima Sharad Jadhav	022-22817645	9224746783	022-2283620 1	pratijadhav@yahoo .co.in
IQAC / CIQA coordinator	Shrihari Parashram Sanap	022-22816102	9637049638	022-2282929 3	shrihari.sanap@gov .in

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition

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

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	THE INSTITUTE OF SCIENCE CAMPUS, 15, MADAME CAMA ROAD, FORT, MUMBAI 400032	Urban	3.7	2800

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BSc,Forensic Science	36	HSC	English	50	44
PG	MSc,Forensic Science	24	B.Sc. Forensic Science	English	20	20
PG Diploma recognised by statutory authority including university	PG Diploma, Forensic Science	12	B.Sc. or equivalent	English	40	16
PG Diploma recognised by statutory authority including university	PG Diploma, Digital And Cyber Forensics	12	B.Sc. or equivalent	English	40	32

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	5				6				23			
Recruited	0	0	0	0	0	0	0	0	8	5	0	13
Yet to Recruit	5				6				10			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				14
Recruited	1	4	0	5
Yet to Recruit				9
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				18
Recruited	6	1	0	7
Yet to Recruit				11
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	1	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	4	0	9
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	2	0	3
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	6	0	11
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	24	1	0	0	25
	Female	83	9	0	0	92
	Others	0	0	0	0	0
PG	Male	14	1	0	0	15
	Female	17	8	0	0	25
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	27	2	0	0	29
	Female	18	1	0	0	19
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	7	11	14	9
	Female	18	17	26	22
	Others	0	0	0	0
ST	Male	3	3	6	8
	Female	8	6	6	4
	Others	0	0	0	0
OBC	Male	26	28	32	27
	Female	57	52	53	39
	Others	0	0	0	0
General	Male	23	41	35	37
	Female	63	76	68	77
	Others	0	0	0	0
Others	Male	0	2	0	0
	Female	0	10	0	0
	Others	0	0	0	0
Total		205	246	240	223

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institute has framed a committee comprising of faculty members for framework of IDP and deciding a structure for the institute for implementing NEP. The institute shall follow the guidelines for NEP that shall be issued from time to time by the affiliating University and State government.
2. Academic bank of credits (ABC):	Majority of the students have already registered in ABC as per the directions given by the affiliating University from time to time.
3. Skill development:	The committee that has been constituted to functionalize NEP in the upcoming academic year shall emphasize the inclusion of skill-based courses

	in its framework, that shall benefit learners while entering the professional arena.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Being a science faculty, the medium of instruction is English. However, other subjects which are to be taught in the regional languages, the subjects related to culture and ethics etc. prescribed by the affiliating university shall be adopted in near future. Also, as per the requirements of the learner, classroom instructional facilities are provided by the faculties in vernacular language (Marathi & Hindi) as well. Every year the institute celebrates "Marathi Pandharwada" to preserve and promote regional language i.e. Marathi in which there is active participation by the students and the faculties. In future, care will be taken of inclusion of languages as per the NEP requirements.
5. Focus on Outcome based education (OBE):	The institution is already working on the curriculum for which a committee is structured by the institute under the guidance of the Director of the institute. The existing syllabi already includes outcomes for all the courses/ programmes . Further, the institute envisions to do the same in framing courses supported by Outcomes for a learner respectively.
6. Distance education/online education:	At present Distance education is not thought of. However, considering the facility of smart-classroom and available well-established ICT infrastructure, the institute is thinking of having collaboration with Yashwantrao Chavan Maharashtra Open University, Nashik, Maharashtra for providing their relevant courses to students in the online mode of instruction.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	As such officially, no electoral literacy club has been set up in the Institute. However, as the Institute runs a B.Sc. programme where fresh 12th pass out students take admission and their age is nearing 18, the institution through NSS cell/ division has spread awareness amongst the students regarding electoral process participation. Through NSS, students of the institute efforts to enlighten electoral process amongst the general public at large. One such activity namely a voter registration drive was conducted on
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	<p>28th and 29th August 2019 where three NSS volunteers were ambassadors for the voter registration drive. Registrations were done on National Voter's Service Portal (NVSP) and tracking IDs were given. In two days drive, fourteen voter registrations were done and they were also made to fill Google form for Project Mumbai. During 2018-19 and 2019-20 academic year, parliamentary and state elections have been conducted and through NSS awareness was spread, thus, students were informed about the election process from preparation of voter ID to casting of votes. The institute through the NSS cell/division takes efforts to spread awareness about electoral process amongst the general public at large.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>No appointment is done as the same is carried out through NSS cell of the Institute.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>As such no formal electoral literacy club has been initiated currently by the institute, but though the NSS cell of the institute a voter registration drive was conducted on 28th and 29th August, 2019 where NSS volunteers were ambassadors for the voter registration drive.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>No projects have been carried regarding the aforesaid activities.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Students have been enrolled through the NSS cell of the institute.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
205	246	240	223	202
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 21

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	17	18	17	17

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
45.74	78.16	87.77	133.61	53.47
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The Institute of Forensic Science envisions an efficient co-ordination between the crime investigation and the judiciary by building an effective team of future forensic scientists through education and awareness. This is facilitated through effective curriculum delivery. It has an extensive and thorough program of study for each of the courses offered. The syllabi of each program stand to periodic revision by competent faculty of the Institute as well as expertise in the field to keep up with the proficiency in the domain. In the classroom, both interactive learning and co-operative learning is promoted through increased student participation with group assignments and projects, use of ICT tools. Novel approaches towards curriculum delivery ensures that the students develop cognitive skills such as reading abilities, writing skills and excellent communication, and that the pupil is creatively inspired to apply knowledge in the real-world scenario helping them in the job market.

The Institute faculty is ever-involved in curriculum development and assessment on a regular basis. Owing to the unique coursework taught in Forensic Sciences, the field demands timely upgrades to keep up to the pace of ever-evolving and innovative trends in the subject. As such, in the formative and later years of the Institution, the significant objectives of the establishment is curriculum enrichment, analysis and restructuring to align the students to the future challenges in Forensic Sciences in the country.

The Institute ensures that an academic calendar is planned and prepared by the concerned committee at the beginning of each semester in compliance with the University's calendar. The calendar is discussed with all the staff of the various departments and committees and then made available to the faculty and students.

All the classes and examinations are planned as per the calendar. Institute calendar of events includes details like the total number of working days and holidays, Continuous Internal Evaluation (CIE) dates, dates for the Institute's flagship programs. The calendar comprises guest lectures, workshops, and Industrial Visits, other co-curricular and extra-curricular activities. The academic activities, CIE, and all activities are conducted in adherence to the calendar of events except unforeseen circumstances. Internal Assessment tests (IA), assignments, quizzes, and seminars are part of the CIE of students.

The students are evaluated regularly on the basis of performance in class tests and assignments (formative evaluation) as well as on the basis of overall academic performance through term end examinations (summative evaluation). The examination committee schedules the term end examinations as per the University calendar. Continuous evaluation and assessments are also done for laboratory courses, project work, seminars, and internships.

The academic calendar also dedicates adequate time for the extracurricular activities such as Sports and Cultural events as a way to encourage the overall development of the pupils. Formal comments on the syllabus completion, doubts, teaching methodology, etc. is taken from the students by class teachers and respective head of the divisions by means of personal interactions.

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

1.2 Academic Flexibility

1.2.1

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

Response: 3

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 7.97

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	81	0	0	8

File Description	Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Integrating curricular and co-curricular activities that pave the way to help learners develop holistic approach towards career as well as overall development in the stream of Forensics and furthering the greater good of the world is a prominent initiative of the Institute of Forensic Science.

Forensic Science, in itself, is a sensitive field that values and inculcates ethics and morality in the students. As a part of S.Y.B.Sc. syllabus, through Environmental Sciences as a subject, the Institute instills awareness and draws attention to the various aspects of nature, and the ever-growing challenges that the world faces relative to pollution and climate changes. Along with this, in T.Y.B.Sc. and M.Sc. syllabi features understanding of wildlife forensics in the context of identifying emerging and pressing issues of wildlife conservation, its management nationwide and around the world. Further students are encouraged to partake in environment and sustainability related events.

The ever-active women's cell committee entices efforts to drill into students' mind gender sensitive issues through organization of women development programmes like self-defense. This aims at bridging gender bias and inculcating a sense of gender equality among the pupils. Grievances of personal or Institute level of students are immediately resolved along with periodic assessment of female safety analyzed through personal and group interventions and talks. The NSS cell is one of the gems of the Institute that has been polished over the years through the continued efforts of the Program Officer and students. It incorporates integrity, nationalism, social awareness through a plethora of activities such as the Blue Ribbon movement, blood donation camps, village reformations, to mention a few.

As per the UGC guidelines, the anti-ragging committee ensures disciplinary measures at Institutional premises with the timely check. The annual cultural fest of "ANTARANG" fosters cultural expression of students. The career development tracks the professional progress of the Institute's alumni and has been a pioneer in working on the changing the recruitment rules in order to employ maximum Forensic graduates into the various Forensic Laboratories and other wings of Home Department.

The Institute also serves a platform of pathways viz. academic, cultural, environmental, social stature to allow its pupils' overall growth, to finally culminate into a broader avenue for not only assuring careers to prosper but also for individual personality to evolve and succeed.

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

1.3.2

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

Response: 15.61

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

Response: 32

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System**1.4.1**

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

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

File Description	Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 80.93

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	136	134	128	109

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
150	150	150	150	150

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 73.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
43	58	62	53	42

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

2021-22	2020-21	2019-20	2018-19	2017-18
70	70	70	70	70

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 12.06

2.3 Teaching- Learning Process

2.3.1

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

Response:

The mission of the Institute is a complete dedication for overall development of its learners, in all aspects

and hence the Institute adopts all the practices involved in teaching that are student centric as follows (a) Experiential learning, (b) Participative learning and (c) Problem solving methodology

Experiential learning is brought about with effective teaching-learning process. The Institute regularly arranges field trips to Forensic Science Laboratory, Kalina, Mumbai, Institute of Chemical Technology (ICT), Mumbai, India Government Mint, Mumbai, Currency Note Press and Indian Security Press Nashik and Colaba Auto Garage, Mumbai.

An Educational Visit and Training at KEM hospital, Mumbai for MSc Part – I students was also arranged by the Institute. All the Masters students in their final year have to undertake a research project in their respective specializations as a part of their curriculum that helps in independent learning and hone their research and analytical skills. The Institute also conducts various Guest Lecturers from subject and Industry experts.

Participative learning of the students is achieved through self-learning mode under the supervision of faculties. An intercollegiate exhibition by Department of Psychology, Role play on the “Nirbhaya” case by the students, participation in National Conference titled “Forensic Juriscon” organized by KEM hospital and National level exhibition organized by the Institute itself to bring Forensic awareness among the common people has boosted the participative learning amongst the students.

In order to make the students habituate to apply their classroom knowledge to understand, analyze, interpret, the case studies are assigned to PG students’ which enhances their problem solving ability.

The use of ICT by all the faculty members of the Institute during their regular academic course of teaching leads to ease the teaching-learning process making it more permanent, effective and interesting.

The adequate number of ICT tools such as laptops/ computers/ printers cum scanners/ projectors and internet connectivity, etc. are provided to all departments which facilitates the blended approach of teaching- learning.

In the financial year 2022-23, the Institute has purchased ten interactive boards and three digital podiums about rupees thirty two lacs.

Simultaneously, conventional classroom teaching, accompanied with the use of projectors for presentations that include various animations, videos, charts and pictures to make learning more easy, effective and interesting will be continued. All departments are provided with Wi-Fi networking.

The library is well equipped with computers along with the facility of e-PG Pathshala and e-journals.

The teaching-learning process survived even during the challenging circumstances of pandemic that began from March 2020 and continued up to January, 2022. The Institute provided a Google Suite account to all faculties which was used by them for online teaching. These lectures were uploaded on Google Classroom for students who were unable to attend lectures due to connectivity issues and were also made available for students for later referencing and revision. The faculties created Google Classroom and WhatsApp groups for smooth communication with the students and study material and reference books were emailed or uploaded on classroom for easy and round the clock access to students.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 50.59

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

2021-22	2020-21	2019-20	2018-19	2017-18
34	34	34	34	34

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

2.4.2

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

Response: 95.35

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	17	17	16	16

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The Institute conducts Internal Assessments regularly to monitor the progress of the students. An orientation session is conducted for the newly admitted students whereby the students are explained and made aware of the course evaluation structure including internal and University assessments. The Institute follows continuous evaluation methodology for M.Sc. and Post graduate diploma courses through internal assessments.

M.Sc. students are assessed by presentations and assignments (40 marks) and Post Graduate Diploma students via Unit tests (40 marks). The students are prior informed by the faculties and the evaluation structure is clearly demonstrated and explained to the students well in advance. The M.Sc. students are marked based on their presentation, viva and assignment whereas the Post Graduate Diploma students are marked based on Short answers.

The internal assessment is transparent, and students are informed about their marks. The students are marked fairly and unbiased under various heads for example the assignments are screened for their content plagiarism and attendance. In an event where any discrepancies related to the internal assessment arise; the students are free to contact the subject teacher and Head of the concerned department.

The internal assessment provides a platform for equal opportunities for all learners by serving as an occasion for slow learners to improve their grades. The slow learners who haven't fared well in the internal assessments are given appropriate help and guidance from their mentors and a retest is conducted. After final evaluation; the marks are submitted to the Examination Committee which submits them to the University.

Examination Committee of the Institute ensures smooth, fair and timely conduction of examinations. The examinations of first and the second year of B.Sc. course is conducted as Home Examination on behalf of the University of Mumbai and results are processed at the Institute level adhering to all the rules and regulations laid down by the University. The final year of B.Sc., M.Sc. and Post graduate diploma

courses examination are conducted by the University. All the circulars related to the examination are communicated to the students.

To deal with the grievances related to internal assessments; the students are free to contact the subject teacher. Home examination related grievances are resolved by examination committee as per the rules and regulations by the University.

The paper assessment of Home examination is carried out in the CAP/ exam room within 5 days from the date of examination. After the results are displayed on the notice board; the students are given 15 days to approach the committee in order to resolve any queries. The students apply for revaluation of the papers. It is applicable only for theory papers. After revaluation the results are communicated to the students via the notice board and revised marksheets are provided.

As far as the University examination related grievances are concerned, the students either apply for requesting a photocopy of answer sheets or re-evaluation; within 7 days after the declaration of the results. The University examination fees is non-refundable and this facility is available only for theory papers.

File Description	Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The syllabus revision has been regular practice by incorporation of Bloom's taxonomy to create, develop and innovate techniques for investigating crimes. The course outcomes are communicated to the teachers and students at the beginning of the course. The programme outcomes are:

B.Sc. (Forensic Science): After graduation, the learner -

- will understand the fundamental concepts and theories of forensic science, chemical science, physical science, biological science, psychology, computer science, and law.
- will be able to apply scientific principles and methods to the analysis and interpretation of forensic evidence, including crime scene investigation, laboratory analysis, and data interpretation.
- will be able to think critically and solve problems related to forensic science, using analytical and logical reasoning skills to identify and evaluate evidence, generate hypotheses, and make informed conclusions.

M.Sc. (Forensic Science): After PG, the learner -

- will be able to demonstrate advanced knowledge and understanding of the fundamental concepts and theories of forensic science, including crime scene science, forensic medicine, and digital and cyber forensics.
- will be able to apply scientific principles and methods to the analysis and interpretation of forensic evidence, using specialized techniques and equipment related to questioned documents, fingerprints, forensic physics, forensic chemistry and toxicology, forensic biology, serology and DNA finger printing, digital and cyber forensics, and IT security.
- will be able to express expert opinion about complex forensic science concepts, techniques and findings to the law enforcement agencies.
- will be able to think critically and solve complex problems related to forensic science, using analytical and logical reasoning skills to identify and evaluate evidence, generate hypotheses, and make informed conclusions.

PG Diploma (Forensic Science and Related Laws): After completion, the learner -

- will be able to understand the principles and techniques of evidence collection, preservation, and analysis.
- will be able to apply scientific principles and methods to the analysis and interpretation of forensic evidence, using specialized techniques.
- will be conversant with complex forensic science concepts, techniques, and findings to a variety of audiences, including law enforcement officials, attorneys, and the general public.
- will have a comprehensive understanding of the legal and ethical implications of forensic evidence, and will be able to apply this knowledge to their work in the field.

PG Diploma (Digital and Cyber Forensics and Related Laws): After completion, the learner -

- will be able to understand collection, preservation, and analysis of digital evidence, and to apply specialized techniques and tools.
- will be conversant with complex digital and cyber forensic concepts, techniques, and findings to a variety of audiences, including law enforcement officials, attorneys, and the general public.
- will have the skills and knowledge necessary to work as digital and cyber forensic professionals, with a comprehensive understanding of the field's tools, techniques, and best practices.

File Description	Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institute communicates the Programme outcomes to the students via the syllabus uploaded on the Institute's website and during the orientation lecture at the beginning of the session. The Institute is affiliated to the University of Mumbai and the Programme outcomes are evaluated via various modes, one such is of:

Formative Evaluation:

All the programmes run by the institute follow formative evaluation via direct or indirect methods to continuously evaluate the progress of the students to measure the course and programme outcomes.

Direct evaluation methods:

Internal test: Internal tests are carried out for Post graduate diploma courses; the marks are divided for Objectives/ Short answers and attendance and overall conduct of the candidate.

Presentations and Assignments: The M.Sc. programme conducts presentations and assignments for Internal marking. They help in evaluating the course outcome as well as help in improving their communication and presentation skills. They serve as an excellent platform to monitor the course outcomes frequently as they are held before the semester end examinations and helps the faculties to guide the students further where they have failed to attain the desired outcomes.

Indirect evaluation methods:

Field visits: All the students in various programmes are taken for a field visit during the tenure of the course to Forensic Science Laboratories/ ICT/ Hospitals/ MINT where they get acquainted with various practical aspects of the field. The students are required to submit a report on the visit which further helps to monitor their progress towards the achievement of programme outcomes.

Summative Evaluation:

All the programmes are assessed for programme/ course outcomes by summative evaluation via various modes like Semester end examinations and feedback.

Direct evaluation methods:

Semester end examination: Every programme has a semester-based pattern wherein it concludes with a theory and practical examination. These help in further evaluation of the students to measure the attainment of course and programme outcomes. The University has adopted a CBSGS system (Credit Based System Grading System) approach and the students are graded accordingly from the year 2011. CBCS (Choice Based Credit System) was adopted from 2016-17.

Projects: The students in the Masters programme in their fourth semester; are required to work on a project in their respective specialization and submit their thesis for successful completion of the degree. The projects provide a wide platform to assess their subject expertise, research skills, scientific writing, critical thinking and problem-solving skills.

Indirect evaluation methods:

Internship: The students of final year B.Sc. and M.Sc. are recruited for internship after the final semester examinations in various regional Forensic Science Laboratories across Maharashtra wherein their progress and performance helps the Institute in evaluating the programme/ course outcomes successfully.

File Description	Document
Provide Link for Additional information	View Document

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

Response: 90.64

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

2021-22	2020-21	2019-20	2018-19	2017-18
93	106	113	93	89

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

2021-22	2020-21	2019-20	2018-19	2017-18
96	123	124	106	96

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey**2.7.1**

Online student satisfaction survey regarding teaching learning process

Response: 3.16

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The Institute does not have its incubation center as such but however, has accelerated its process for establishment related to a research center. It currently has five staff members with doctorate in their subject expertise, while almost all of the other faculty members have registered for Ph.D. Senior teaching faculties have been actively engaging in encouraging and guiding Institute assistant professors' in this regard to escalate advance research. Striving for research excellence is a continuous ongoing short as well as long term goal of the Institute. Faculties of the Institute have reflected their research acumen in various seminars, conferences, research journals, delivering guest lectures and representing on various Forensic Science Institutes advisory board as members on state and national level.

Although the Institute currently does not have any formal incubation center yet inter-dependent research activities par excellence like collaborative research work within departments and inter-disciplinary projects are carried on to promote research up gradation. Alumni of the Institute have been in the forefront contributing to the progress of the Institute by beginning their own startups as entrepreneurs setting an example to the upcoming UG and PG students. Another viewpoint is that the Institute not just

limiting its graduates and post graduates to seek employment but for creating job and setting the trend of business stakeholders. It has been highly supportive and promoting these short startups to encourage, uplift the morale of these young forensic entrepreneurs setting new trends in business, industry and corporate startups.

Further the Institute is in process of academic and administrative audits. The Institute shares its location and premises in the heritage building along with The Institute of Science, Mumbai and from time to time studies the success and failures of The Institute of Science, Mumbai and similar high quality Institute and is constantly reviewing its activities for its preparation and evolvement. Most of the faculties of the Institute are special invitee on Ad-hoc Board of Studies (Forensic Science). The faculties are actively initiated departmental pilot research and projects to inculcate, promote and excel students' in research domain engaging them in research work and publication and guiding them in getting their papers published in journals of high impact factor of national and international repute. Students are actively involved in poster and research paper presentation.

Library of the Institute is full-fledged and functional with aid to subscriptions of e-journals and hardcopy of some journals to meet globally practiced research genre. The Institute is dynamic in paving its way for transfer of knowledge through research as an innovative ecosystem.

The Institute also receives funds from the government under District Planning Development Committee (DPDC) for the purchase of sophisticated instruments that are key to the world class research.

The institute has organized few guest lectures on IPR in order to sensitize faculties and students.

File Description	Document
Provide Link for Additional information	View Document

3.2.2

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

Response: 2

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	1	0

File Description	Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

Response: 0.43

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	1	0	1

File Description	Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response: 0.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	0

File Description	Document
Institutional data in the prescribed format	View Document

3.4 Extension Activities

3.4.1

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

Response:

The Institute has a plethora of extension activities under its forte. Following are the glimpses of the most significant ones.

The Institute has contributed significantly with its extension activity of organizing a National Level Forensic Exhibition titled “Forensic Expo” almost every now and then for the masses and public awareness about Emerging Trends in Forensic Science i.e. Crime Scene Management, Cyber Awareness, Drug abuse and ill effects. This activity has received not only public but even media attention and coverage. It received a tremendous social response that it had to be extended to one more day for its visitors.

Students of the Institute have also received awards and accolades for best paper presentation in the conference titled ‘Forensic Juriscon 2018’ at KEM hospital, Mumbai.

Prominent study visits of the Institute for its students have been to DFSL-Kalina, Mumbai, Institute of Chemical Technology, Matunga, Mumbai, KEM Hospital, Mumbai, etc. These study visits help students from classroom to real life practical subjective orientation.

The Institute also contributes in activities with social relevance through its dynamic NSS unit like AIDS Awareness, Gender Sensitization, Yoga and Self-defense, Tree Plantation and Cleanliness Drive, Solid Waste Management, Organ Donation Awareness, *Nashamukti* Rally, Constitution Day, Voters Rally, Disaster Management Workshop, Red Ribbon Program, Road Safety Rally, Women for Change, National Integration Day celebration, Meatless Day, Rally against Smoking and Drug Abuse, Farmer Suicide Statistical Study, Maternity Healthcare Awareness, Blood Donation Camp, a program “*Sankalp*” on Gender Inclusion and Gender Equality, Cyber Awareness Camp, lecture on Energy Conservation, *Swatchh Bharat Abhiyaan*, CPR and Coronary Diseases Awareness, *Marathi Sanvardhan Pandharvada*, participation in various Marathons organized in the city, program on Sickle Cell/ Anaemia, Fund Collection for Flood Relief, *Swatchhata Pakhwada*, *Kargil Divas* celebration, Hiroshima Day Peace March, Preamble Reading, etc.

The outcomes of extension activities are:

- **Lab to Land:** Awareness about the field of forensic science among the masses.
- Community enrichment.
- Soft/ communication skill development in learners.
- Students’ participation in internships, field trips.
- Inculcation of value added education.

File Description	Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

No such awards have been received so far.

3.4.3

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

Response: 135

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	43	11	26	34

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration**3.5.1**

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

Response: 5

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The Institute utilizes shared infrastructural facilities of the Institute of Science which is centrally located in the prime location of South Mumbai in a "Heritage Building" which was established in the year 1920.

The Institute utilizes total carpet area of 1704.48 m² out of which 1416.43 m² is instructional area while 288.06 m² is an administrative area.

The Institute has three class rooms, thirteen laboratories, one mini auditorium and one conference room. Few of the laboratories serve dual purpose of practical space as well as instructional space especially to conduct theory classes of specializations for PG and PG Diplomas. Three classrooms, mini auditorium and six laboratories are provided with interactive display boards thereby supporting ICT facilities to improve teaching-learning process. The Institute has 7 departments and 13 laboratories with required instrumentation facilities as per the syllabi that enhance the hands-on learning experience of learners. The seating capacity of class room no. 1 is 150, 2 is 100 and mini auditorium is 70 respectively. Classroom No .1 and 2 have unique tiered seating (lecture theatre) design which enables visibility and acoustics. Adequate drinking water facilities are provided on each floor. Sufficiently wide lobby in front of all classrooms and laboratories serve as waiting area. The laboratory distribution happens to be three subjects' laboratories on the ground floor namely Forensic Science, Forensic Biology and Forensic Physics; two shared chemistry laboratories (UG and PG) for Forensic Chemistry on the first floor; while the Department of Digital and Cyber Forensics is located on second floor. The Laboratory of Forensic Psychology is on the second floor annex.

Department of Digital and Cyber Forensics is equipped with around 50 LAN enabled computers.

The library is located adjoining the Forensic Psychology laboratory. It has internet facility. Library also provides free browsing facility, question paper bank for the benefit of its students. Apart from the institute library, students who are accommodated in the hostels avail the facility of reading room at their hostels.

Sports is an important component along with academic excellence in students' life imparting physical and mental wellbeing. Throughout the academic year, students are motivated by sports in-charge and higher authorities of the institutes to participate in University, State and National level sports events.

Indoor sports are carried out within the premises of the Institute of Science, Mumbai inclusive of its gymnasium facility (Area 68.98 m2.) where students actively engage themselves in Basketball, Volleyball, Badminton, Chess, and Carom, to name a few. For outdoor sports, the institute shares the Oval playground owned by the State Government sprawling 22 acres of area. In this way, the complete purpose of indoor as well as outdoor sports for students, teaching and non-teaching staff is fulfilled.

Institute of Forensic Science, Mumbai celebrates its annual cultural festival ANTARANG at our sister institute Sydenham College of Commerce and Economics, Mumbai. This recreational hall has all the facilities to carry out this event.

File Description	Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 24.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	19.86	41.03	28.21	7.35

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

All books and journals are maintained by means of a free software, E-granthalay. The work of installation, post-installation, entering records of books, sticking barcodes etc. were done by the private agency Madhavi Information Services and charges of Rs.24000/- were paid to them.

The management of library is also simultaneously done by keeping a real time record in an excel sheet where the librarian maintains inward-outward notifications entries as well as the record of monthly new book arrival list, student overdue reminder and usage statistics. Journals, articles and full-text downloading facility are availed by the students time to time for the additional references recommended by the subject teacher. Library provides facility to search reading list and provide bibliography compilation through OPAC (Online Public Access Catalog).

Library comprises of more than one thousand and five hundred books. During assessment period the Institute has purchased books of worth Rs.1269016/- and in the current financial year has put up the order of around rupees five lakhs.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Every department of the institute is having IT enabled infrastructure. It uses open source software in all the computers in laboratories and departments. However Windows 8 / 10 operating system licensed copies are installed in 50 computers of the department of Digital and Cyber Forensics laboratory. Maintenance and updation of these computers is periodically undertaken by the System Administrator appointed by the institute.

The institute has been updating its IT facilities periodically with the following:

- Latest ICT facilities are installed with Browser/ App Conferencing
- E-Learning and Web Conferencing that helps in effective teaching-learning process
- 10 Interactive Flat Panels are installed in class rooms.
- 50 computers are provided for student usage which includes computer labs and library with Internet facilities.

- Internet connectivity is upgraded on 23rd March 2023 to 300 Mbps to have better browsing experience.
- In-built firewall are configured inside routers. Also Antivirus software, proprietary and/or free, are regularly updated and every department of the institute and office for keeping their PC and laptops free of viruses. New Windows OS carries in-built antivirus software.
- Automation of admission software, online attendance, Institute's main website is developed by in-house faculties. Online attendance portal also gives statistical data about the total number of lectures undertaken by a faculty and the total number of lectures attended by a student.
- CCTV Cameras are installed all over the campus for the security purpose.

Being a Forensic Science Institute with cyber forensics as one of the subjects, institute has updated the IT software in terms of web security and mobile security.

The old website of Institute was <http://instforensicscimumbai.in/> and recently Institute has switched over to a new website with address www.ifsm.ac.in. This website is so designed that most of the Institute's information can be regularly uploaded and will provide the students and visitors with recent information and notifications of various events and programs lined up in the near agenda of the Institute.

All the computers of the institute have been periodically updated, viz. 40 Computers were purchased during the academic year 2015-16. Intel 20 Computers are purchased during academic session of 2016-17. 6 LCD Projectors and 5 printers were purchased in academic year 2017-18 while 25 Multi core Computers and 8 all-in-one Printers in academic year 2019-20 and 7 Multi core computers and 4 All-in-one Printers are purchased in the academic year 2020-21.

File Description	Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 4.1

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

Response: 50

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 51.15

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

2021-22	2020-21	2019-20	2018-19	2017-18
19.04	47	23.91	84	30

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 29.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
77	83	86	54	31

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

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

Response: E. None of the above

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**Response:** 0**5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description**Document**

Institutional data in the prescribed format

[View Document](#)**5.1.4**

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

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

Response: C. 2 of the above**File Description****Document**

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)**5.2 Student Progression****5.2.1**

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

Response: 20.45**5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
20	14	25	20	22

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

2021-22	2020-21	2019-20	2018-19	2017-18
93	106	113	93	89

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

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

Response: 3.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	3	5	3

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 3

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	1	0

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Response: 5.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	5	6	5	3

File Description	Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the

institution through financial and/or other support services**Response:**

The alumni association has started its functioning in the year 2015, however it is not registered yet. Alumni have been significantly contributing in the various activities of the institute such as, placement, drafting of the syllabus, member IQAC, career guidance, motivation through their journey of life by studying forensic science as subject, and being part of celebration of days of national and international significance.

Being a new subject, forensic science degrees are not included in the recruitment rules of various state-run organizations like laboratories of forensic sciences, CID, bureau of fingerprints, etc. Alumni strived to incorporate Forensic Science degrees to be considered eligible to apply for the posts advertised by these organizations during that period and for subsequent advertisements. The outcome of this initiative taken by alumni in this regard is that the state government issued two resolutions viz. dated 7th April 2015 and 28th April 2017 has been issued by Home Department, Maharashtra. This initiative did not stop here and is resulting in changes in the recruitment rules for almost all recruitment and promotion rules where the services of forensic experts are required

Since forensic science is an applied subject, the hands-on training or the training of working on actual cases is of paramount importance. The alumni helped the institute a lot in getting paid internship in the state and regional forensic science laboratories under the umbrella of directorate of forensic science laboratories, Home Department, Maharashtra.

Furthermore a WhatsApp group named "IFSM Alumni & Placement Cell" was created on 17th November 2016 in which the faculties and alumni posts about the various advertisements, brochures, announcements on social media regarding vacancies, future opportunities, conferences, workshops which are helpful for them. Adding passed out students to this group is a regular activity. Currently 218 participants are in this group.

Alumni feel privileged and are always ready for contributing in the progress of their institute.

File Description	Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Motto:

Mastering the Art of Investigation

Vision:

- Impart quality education in the field of forensic science and allied domains and promote awareness among the stakeholders.
- Create skilful resources and fulfill the acute shortage of forensic expert in the nation.
- Empowerment of students through imparting of knowledge, leadership qualities, inclusivity and social responsibility.
- Establish scientific temperament, cognitive skills to encourage creation and innovation in the field of forensic science.

Mission:

- To provide quality education through innovative pedagogical practices for the enhancement of investigative and forensic skills with ethics and integrity.
- To harness potentials amongst the students so that they can become excellent forensic experts to aid the legal system and overcome the dynamic challenges.
- To create and innovate scientific temperament to conduct research in the field of forensic science and allied sciences.
- To support and execute outcome based education through research, collaboration and integration with stakeholders.

The Institute contributes in creating quality human resource in the field of Forensic Science and allied domains. It is governed and funded by Department of Higher and Technical Education, Government of Maharashtra. Its policies are framed by the Department of Higher and Technical Education, executed by the Director of Higher Education and implemented through the Director by the teaching and non-teaching staff.

The Institute ceaselessly aims to fulfill and accomplish its vision through persistent efforts and hard work. It endeavors to work towards imparting quality education to its learners by developing a cordial environment for its stakeholders and instills moral ethics and human values. As per the requirement of NEP, the programmes run by the institute are already of multidisciplinary nature. Furthermore, the

institute is in talk with Dr. Homi Bhabha State University (HBSU), Mumbai which is a newly established cluster university under RUSA. This university comprises of four colleges/ institutes which are imparting education in science, commerce, humanities and education. This collaboration will certainly help students to choose the subjects right from economics to music along with science.

The Institute is equipped with adequate laboratory facilities, state-of-the-art instrumentation imparting practical education to meet growing technology and advancements.

The Institute achieves its goal of quality and scientific temperament of education through decentralization of power and responsibility and participation of various stakeholders of the Institute. Academic, co-curricular, extra-curricular and financial activities are managed by various committees in consultation with the Director of the Institute.

Faculties are involved in every activity of the Institute by way of designing and updating curriculum, conducting curricular, co-curricular and extra-curricular activities and administrative work. Apart from Internal Quality Assurance Cell (IQAC), several sub-committees have been constituted every year so as to ensure decentralization of management and participation of not only teachers but also of non-teaching staff in the policy/ decision making, execution and implementation. The various committees ensure active participation by different stakeholders, i.e., students, parents, faculty members, non-teaching staff etc. Executive powers of making decisions and implementing policy have been given to these committee members by taking the consent of the head of the Institute i.e. the Director.

File Description	Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

This Institute is an organization owned by the State Government. The organizational structure, heirarchy and the functioning of the institutional bodies is elucidated as follows:

Department of Higher & Technical Education :

Headed by the Cabinet Minister supported by Minister of State and Principal Secretary as Administrative Head;

1. Framing of Policies and communicating through Govt. Resolutions/ circulars/ letters etc.
2. Making financial budgetary provisions as per demands, getting sanctions from Finance

- department of state government and distribution of grants.
- 3. Faculty CAS promotions.
- 4. Faculty recruitments and service matters.
- 5. Overall control over all academic and administrative matters, transfers, grievances etc.
- 6. Final Administrative Authority.

Director of Higher Education :

- 1. Communicating the policies of Government to the concerned Institution either directly or through Regional Joint Director (HE).
- 2. Sanctioning the medical and other leaves, reimbursement of medical bills etc. of teaching faculty as admissible by the government.
- 3. Redressal of grievances of teaching faculty.
- 4. Supervising all the activities of the Institute.

Regional Joint Director (HE):

- 1. Non-Teaching staff recruitments, transfers and their service matters.
- 2. Time bound promotions, service matters, redressal of grievances of non-teaching staff.
- 3. Sanctioning the medical and other leaves, reimbursement of medical bills etc. of non-teaching staff .

Director, Institute of Forensic Science:

- 1. Over all in-charge of the Institute.
- 2. Supervises all the activities at the Institute level.
- 3. Has control of administrative and financial matters of the Institute.
- 4. Delegated with the powers of Drawing and Disbursing Officer (DDO).
- 5. Accountable for the progress and development of the Institute.

Head of the Department:

There is no sanctioned post of HOD, however, for smooth conduction of routine day-to-day activities of the department, senior most teaching faculty is assigned the work of HOD and his duties are ;

- 1. To distribute teaching workload and syllabi to the faculties in the department.
- 2. To assign and get the work done by the laboratory staff.
- 3. To resolve the matters pertaining to the students, laboratory staff and teaching staff in the department.
- 4. To prepare requirements of equipment's, consumables, chemicals etc. in consultation with other staff member.
- 5. To contribute in administrative matters and overall development of the Institute.
- 6. Responsible for the appropriate functioning of the respective department.

Registrar:

- 1. Responsible for the administrative functioning of the Institute

For recruitment of teaching staff, Department of Higher and Technical Education communicates its requirement to Maharashtra Public Service Commission (MPSC). By publishing the advertisement in leading newspapers, MPSC conducts written examination and interviews and recommends the names of selected candidates for appointment. Then Department issues Government Resolution (G.R.) for appointment of teaching staff. Being selected through MPSC, the teaching staff enjoys the status of Gazetted Group-A officers.

Non- teaching staff is appointed by the Regional Joint Director, Higher Education by publishing the advertisement, conducting written examination and interview.

Services of the teaching and non-teaching staff are governed by Maharashtra Civil Service Rules (MCSR), 1981 and Maharashtra University Act, 2016.

File Description	Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: C. 2 of the above

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Both the teaching and non-teaching staff of the Institute are entitled for all the welfare schemes that are

applicable to the state government employees. The commonly availed welfare schemes by the teaching and non-teaching staff are:

- Medical leave/ Half pay leave
- Earned leave and leave encashment
- Academic Leave for attending orientation programmes, Refresher courses, administrative training etc.
- Medical bills reimbursement for self and family.
- Gratuity and Gratuity cum death benefits
- Group insurance scheme
- GPF
- Refundable and non-refundable GPF withdrawals
- Accidental death policy at minimal premium.
- Pension after retirement (Those appointed prior to 05/11/2005).
- NPS (Those appointed after 05/11/2005).
- Compensation Benefits of 10 Lakhs for NPS
- Refundable and non-refundable Loan from GPF.
- Leave encashment after retirement.
- Swagram /Maharashtra Darshan
- Leave Travel Concession (LTC) facilities.
- Festival advance for Group C and D employee
- Vehicle loan at a concessional rate of interest and easy installments.
- Housing loan at a concessional rate of interest and easy installments.
- Maternity/ paternity leave.
- Child Care Leave for female employee /Single male parent
- Loan Facilities Mantralaya Allied Cooperative bank
- Interest free loan for buying computers/laptops and printers.
- Salary Bank Account – Zero balance, Overdraft Facilities , Accidental Death Benefits

The Institute has Performance Appraisal System (Confidential Report) for its both teaching and non-teaching staff as per the rules of the State Government. The proforma has been designed and implemented by the Department of General Administration, Government of Maharashtra.

All the faculties fill a Self-Appraisal Report annually and submit this to the Head of the Institution, who is the reporting officer. The Head of the Institution prepares an evaluation report on the basis of Self-Appraisal Report submitted along with supporting documents and forwards it to the reviewing officer further. The reviewing officer either agrees or disagrees with the evaluation made by the reporting officer and assigns a final grade to the concerned staff. There is a provision of providing a photocopy of confidential report to the concerned individual within stipulated time period.

For evaluation of the academic performance of the faculties, they are required to submit Performance Based Appraisal System (PBAS) that is prescribed as per the UGC regulations, along with relevant documents and proofs. These forms are scrutinized by the IQAC committee of the Institute and forwarded through Director to the Director of Higher Education which are then analyzed and reviewed by the members of the API Screening/ CAS promotion committee constituted by the Department of Higher and Technical Education, Government of Maharashtra and accordingly the API scores are verified. Based on these scores and satisfying other conditions mentioned in the UGC regulations and the recommendations of the committee, faculties are promoted to higher pay-band/ academic levels.

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

6.3.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

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

Response: 18.44

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	6	6	5	4

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	11	11	11

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization**6.4.1**

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

Response:

The Institute prepares a strategic plan aimed to develop its infrastructure, updating laboratories, ICT enabled classrooms, and various required facilities for students etc., a year in advance and submits to the Government/ District Planning and Development Committee (DPDC) for budgetary provisions.

Strategic plan is prepared by seeking the requirements from each department. The requirements are evaluated at Institute level by the Budget Planning and Purchase Committee with the help of office staff, then this budget is finalized and forwarded to the government for sanction.

While spending the sanctioned grants, financial rules laid down by the state government are followed. Cash transactions are strictly avoided for the purchase above rupees five thousand. All the purchases are carried out by the committee under the chairmanship of the Director of the Institute. One government nominee from Finance Department is invited while opening the e-tenders and its utilization is reviewed periodically by the Budget Planning and Purchase Committee and the Director of the Institute and further action plans are then initiated.

Government e-Marketplace (GeM) is a one stop portal that facilitates online procurement of commonly used Goods & Services required by various Government Departments/ Organizations/ PSUs. GeM aims to enhance transparency, efficiency and speed in procurement of goods. It provides the tools of e-bidding, reverse e-auction and demand aggregation to facilitate the government users achieve the best value for their money.

Government buyers for direct on-line purchases as following:

Upto 50,000/- a user may directly purchase on GeM Portal.

If the purchase amount is less than Rs. 50,000/-, it doesn't require a comparison. Buyer selects any product as per his/ her specifications.

For above 50,000/- and upto Rs. 3,00,000/- a user selects three different manufacturers and further after comparing, selects the product with the lowest cost end.

For above Rs. 3,00,000/- a buyer purchases through online bidding process supplier having lowest price meeting the requisite quality, specification and delivery period after mandatorily obtaining bids, using online bidding.

A major source of funds for the Institute is State Plan and District Planning and Development Committee (DPDC) grant.

For state plan funds, online reconciliation is done annually. Also for the DPDC funds, utilization certificates are provided. Optimal utilization of the funds is properly monitored at the Institute level.

For the purpose of internal audits there is a special cell of Finance Department at DHE Office, Pune. Recently, in the month of July 2022 the internal audit was carried out and the report is awaited.

Being a Government Institute, the external audit is conducted by Auditor General (AG), Mumbai. The last audit was done in July-2016.

File Description	Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

IQAC contributes in the proper planning and execution of various academic and co-curricular activities throughout the year for the enhancement of quality of the Institute's development of its students and faculties. Suggestions are offered to any challenges that are encountered by IQAC.

Some of the executed events under IQAC initiatives are as follows:

1. Workshop on “Taxidermi”, 16th October 2018.
2. Member of organizing committee at KEM hospital, Parel, Mumbai for two days conference on “Forensic Juriscon 2018” dated 27th - 28th October 2018.
3. Role Play on Nirbhaya case 30th October 2018.
4. “Financial Literacy Programme”, on 14th Dec 2018.
5. The Women’s Development Committee arranged “Yuvak-Yuvati Melava” on 15th January 2019.
6. A study visit to Currency Note Press & Indian Security Press, Nashik and India Government Mint, Mumbai in 2019.
7. MoU with Quick Heal Foundation for Cyber Security and Awareness for security against ethical hacking.
8. An intercollegiate Psychology Exhibition in collaboration with Elphinstone College, Mumbai on 24th January 2019.
9. Due to the world wide pandemic situation from March, 2020 and lockdown, IQAC initiated that the faculty members attend various webinars and online conferences and submit its report to the office.
10. A comprehensive time-table was prepared for the unprecedented situation of pandemic and ensuring rigorous implementation of it accordingly.
11. Two different types of feedback forms have been prepared and analyzed by IQAC.
12. The Institute follows the academic calendar as planned by affiliating University.

The Institute, follows the academic calendar prepared by University of Mumbai for its affiliates mandatorily, with respect to, term commencement and term end, examination schedule, paper setting and evaluation schedule, sports and other events, vacations etc.

Following is the example of institutional teaching learning reform mechanism facilitated by the IQAC-

1. IQAC of the Institute has implemented smart classrooms to meet global standards in teaching industry/ profession by combining latest digital teaching advancements in sync with technology and academia. This facilitated a platform for students’ e-learning. This initiative helped the Institute in curriculum accomplishment during the global pandemic 2020 challenge strategically. Faculties of the Institute are equipped to use different modalities under ICT facilitating online learning of students’ from the Institute level as well as work from home with even online attendance record keeping of every lecture, link, topic and student attendance on the portal created by the Institute.

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

6.5.2

Quality assurance initiatives of the institution include:

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement**

initiatives identified and implemented**2. Academic and Administrative Audit (AAA) and follow-up action taken****3. Collaborative quality initiatives with other institution(s)****4. Participation in NIRF and other recognized rankings****5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.****Response:** B. Any 3 of the above

File Description	Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Several measures are taken by Institute of Forensic Science, Mumbai to create awareness about gender equity among female students and staff. The Women's Development Cell (WDC) is established at Institute to look after challenges and issues of the females and to sensitize them about the gender equity. Several programs are organized by the WDC and National Service Scheme (NSS) including self-defense, leadership training, gender equality in collaboration with AKSHARA, a Non-Government Organization (NGO). Several guest lectures and activities are also organized to emphasize on legal rights of women, gender inclusion and gender equality (under the aegis of SANKALP), stereotypes and patriarchy (Under the umbrella of YUVAK-YUVATI MELAVA) etc.

The pupils are made aware about the drug abuse, its prevention and de-addiction through various activities organized by NSS. Female students are encouraged to take part in annual college level festival called ANTARANG to showcase their latent skills, creativity and leadership.

To further enhance security measures and provide 'feel home' environment, initiatives such as single entry with security guard, 24 X 7 surveillance using CCTV cameras, mandatory use of I-cards when in campus, appointment of class teachers for listening to the issues of female students on priority basis are undertaken. Counselling sessions are organized on a regular basis to address the issues faced by students in general.

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

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**

5.Disabled-friendly, barrier free environment**Response:** C. 2 of the above

File Description	Document
Geo-tagged photographs/videos of the facilities.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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

Response:

The Institute of Forensic Science, Mumbai takes various initiatives that helps to maintain the tolerance and harmony towards cultural, regional, linguistic, communal, socioeconomic and other diversities. Administrative decisions and extra-curricular activities are held at the Institute level to promote social inclusion through social reservation, providing scholarships to underprivileged sector, providing reservation to students from other states of India etc.

Departmental forums, NSS and student council conducts wide range of extra-curricular activities take the initiative to provide an inclusive environment. As a part of inclusion of especially abled population the

NSS unit has conducted various activities like a visit to **Ashadaan (Orphanage)**. Another program namely **'Unity Starts with Me'** was conducted for visually impaired individuals. A team from especially abled school visited the Institute and made the student volunteers aware about how to help the especially abled children by being their scribe.

To include the communal diversity a world peace conclave was conducted by Ahimsa Vishwabharti where spiritual leaders like Baba Ramdev and Dalai Lama were present in which the Institute students volunteered.

To inculcate values of patriotism, communal harmony a national integration week was celebrated where the students of the Institute, teaching and non-teaching staff pledged to up hold the integrity of the nation.

The NSS volunteers visited the door step school, Cuffe Parade which works for poor children in the area on the occasion of the NSS day. A drive related to cloth collection and distribution was held to help the needy and the poor.

Due to PAN INDIA admissions, multilingual approach is used in imparting education.

The NSS cell of the Institute involves students under many activities with respect to constitutional obligations that of values, rights, duties and responsibilities of citizens. Blood donation camps, Swachhata Pakhawada, collection and Distribution of food to economically deprived section of the society, lectures related to energy conservation etc. are organized to instill human values. Students are made aware about their responsibility towards environment by conducting tree planation drives, ban on plastic items in the campus, organizing street plays, quizzes on importance of environment in human existence, participation in waste management workshop etc.

Host of activities such as Tirana March, Gandhi Jayanti-Bhajan Sandhya, voters rally and national voters day pledge, are conducted by NSS unit of the Institute to promote patriotic feeling in the students. Students are encouraged to participate in preamble reading on the eve of Constitutional Day celebrated on 26th November.

File Description	Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

1. Title: Management of biodegradable waste through vermicomposting

Objective:

Due to ever increasing population, rapid urbanization, poor resources and inadequacies of the existing systems, urban infrastructure including Municipal Solid Waste Management is over-stressed. Out of total waste generated, about 30-55% is biodegradable. If this waste is converted using scientific methods like vermicomposting, Brihan Mumbai Municipal Corporation (BMCC) will save crores of rupees and environmental destruction.

The shared campus of Institute of Forensic Sciences is spread over 14 acres generates on an average 10 kg of biodegradable waste per day. The practice of vermicomposting is undertaken to convert this biodegradable waste into vermicompost. Some other objectives of the practice include;

1. To make small contribution to India's aim to become carbon neutral country.
2. To make vermicompost available for ornamentals and other plants of the campus.
3. To encourage HEI's of Mumbai to set up vermicomposting units.
4. To create awareness amongst the pupils about the practice of vermicomposting and its role in maintaining the soil health.

Context:

The Institute has botanical garden, garden for medicinal plants and ornamental saplings planted to beautify the campus. Since Mumbai receives heavy downpour during the monsoon season, there is soil erosion depriving the plants of essential nutrients. Leaf litter and other biodegradable waste is given to BMCC waste collecting vehicle, further aggravating the problem. So the need for establishing the vermicomposting unit is felt.

Practice:

The practice of vermicomposting involves use of commonly used vermicomposting species *Eisenia foetida* to convert biodegradable waste such as leaf litter into the vermicompost. The biodegradable waste is placed in polythene bed of 12 X 4 X 2 feet in the form of alternate layers with soil mixed with cow dung and sprinkled with water for a week to remove the toxic gases and heat. About 4 kg of earthworms are added into two beds followed by regular watering to maintain the sufficient moisture.

There are certain constraints in continuing the practice. The biodegradable waste is not available continuously and in sufficient quantity throughout the year due to lack of enough vegetation in the campus. The second most important factor that limits the working and maintenance of unit is also attributed to the unavailability of human resources. Currently the unit is being run by taking the help of contractual staff involved in garden maintenance. Since there is continuous downpour in the Mumbai during monsoon season, steps are needed to shift the unit into the room to avoid water infiltration into the bed.

Evidence of success:

The vermicompost manufactured in the campus is used to fertilize the vegetation of the campus resulting in vigorous growth and flowering of the plants. Since biodegradable waste is utilized for vermicomposting, waste load to BMCC transport facility is also reduced.

Problems encountered and resources required:

Following problems are encountered during the implementation of the project.

- 1.Lack of proper infrastructure.
- 2.Unavailability of biodegradable material throughout the year in adequate quantity.
- 3.Lack of human resource
- 4.Shortage of space for storage and processing of vermicompost.

2. Title: Public Awareness through Forensic Expo and awareness about cyber security.

Objective:

Forensic Expo is being organized almost every year to create awareness about the working, applications and prevention of crimes through understanding the modus operandi of criminals. Forensic expo helps the pupils in augmenting their theoretical knowledge, communication and managerial skills. Expo also enables stakeholders to learn about the nature of crimes and techniques used by various agencies to investigate and help in dispensing justice.

Context:

There is an increase in the rate and types of crime in the society. In order to provide insights into the investigative procedures, the forensic expo plays a major role in generating awareness that reach the masses in a scientific manner.

Practice:

The Institute of Forensic Science, Mumbai organizes National Level Forensic Expo since 2014 almost every year with the exception of period of COVID-19 pandemic due to restrictions imposed by the government for the public gathering. The tradition has been continued once the pandemic situation was over in the year 2022-23 with great fervor. During the expo all the departments are involved in presenting various techniques being used in crime scene investigation, analysis and management. The departments exhibit subject specific stalls along with demonstrations. The visitors also get an opportunity to perform and learn during the expo. The institute makes the public aware about the dos and don'ts at crime scene, how to differentiate between real and counterfeit currency, unravel the mysteries of latent fingerprints, writings etc. Crowd is specifically interested in knowing oneself through psychological tests. This expo gives platform to students to showcase their communication and managerial skills. It's a platform where students educate masses from their expertise acquired during their academics. The exhibition usually receives overwhelming attention and coverage from print and digital media.

Constraint:

With respect to the above these activities have to be scheduled simultaneously along with the academic activities like direct teaching and practical's as per the calendar. The current global pandemic situation restricted the Institute from arranging the above outreach activities for past two years.

Evidence of Success:

The National Level Forensic Expo helped in spreading awareness from school going children to geriatric population to working professionals and allied field budding aspirants. The demonstrations in forensic science exhibitions have sensitized in preventing the crime. The students improved their presentation skills and management of huge scientific events.

Problems Encountered and Resources Required:

The Institute has had physical infrastructure related challenges owing to the fact that it shares its premises with the Institute of Science, Mumbai imposing a limitation to utility of space while organizing small and large scale events. Also events like state, national and international level that of workshops, seminars and conferences requires large amount of funding. Owing to the fact that this is a government owned Institute, the Institute does not incur any participatory fund or development fund from the students that would support the sponsorship that students look forward to, while organizing these events on mega scale with already available, existing fund that the Institute has to offer.

File Description	Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness**7.3.1**

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

Response:

The Government of Maharashtra established Institute of Forensic Science, Mumbai in August 2009. The Institute is established aftermath of 26/11 terrorist attack on Mumbai in order to fill the dearth of trained forensic people that were lacking while collecting the forensic evidence.

Forensic science being a unique academic course entails the study of criminal behavior, modus operandi, law enforcement and strategies of crime prevention that are taught to UG, PG students in the form of a B.Sc. and M.Sc. degree which prepares them to be professionals. To increase the skill set in working professionals in similar domains where knowledge of forensic science is applicable provision of PG Diploma courses in Cyber Forensics and Forensic Science serves the purpose.

These courses have a tremendous demand in the student fraternity as evident from the number of applications received for admissions each year. The average demand ratio for last five years is approximately 1:37. It is noteworthy to consider that the Institute receives applications for admissions from other states in India and the Institute also takes pride in having students from international background i.e. NRI. The staff of the Institute is recruited through MPSC, qualified and competent in the field of Forensic science and allied subjects.

Enthusiastic and experienced faculties imparting quality education keeping in mind the global edge and standards in forensic science to its students for their better future and contribute in delivering a content rich theory and practical prescribed in the syllabi in the entire spread of the subject.

Faculty members of the Institute are very active in research publishing around more than eighty publications with more than thirty during the assessment period. Post graduate students are especially motivated to take up challenging research projects in the various field of their specialization. Institute promotes participation of students and its faculty members to participate in various research programs, conferences, seminars, workshops. The Institute is well supported with required physical infrastructural attributes and digitally enabled classrooms is in pipeline.

The Institute is equipped with cutting edge instruments like High precision analytical balance, Comparison microscope, Super Glue finger print chamber, Crime light, ESDA, Handheld Illuminated Microscopes, Compound Binocular Microscopes, Stereo Zoom Microscopes, Inverted Microscope, Fuming Chambers, UV Chambers, Fluorescent Microscope, Cyber forensic kits, Electronic kits, Gouy's balance, Quinke's method apparatus, Resistivity measurement apparatus, GM counter, Hall effect, Abbe's refractometer, PCR, Real time PCR, PCR workstation Ultra centrifuge, Cooling centrifuge, Autoclave, microwave oven, hot air oven, Microtome, Video Forensic Tool, Magnet Axiom, Cellebrite UFED Mobile Forensic toolkit, EnCase Forensic V7, Forensic Workstation, etc.

Some of the prestigious alumni of the Institute have qualified and found their recognition and stand in competitive state /national/international level exams i.e. UPSC, NET, SET, GATE, FACT, IELTS, GRE, and TOEFL while few of the students are aspiring for civil services preparation. The Institute arranges many orientation programs in the cadre of extension activities one of them being the organization of national level forensic exhibition. The hallmark of this extension activity is that this is an entirely student event organized activity, guided under the supervision of their subject teachers and higher authority of the Institute. The exhibition is instrumental in drawing a phenomenal attention from the masses and locales right from drawing visitors from school children to geriatric population. The popularity of the exhibition sumptuous to the extent that it is covered by print and digital media giving it enough coverage to reach the target audience related to generating awareness of forensic science, its subjects, instrumentation, crime scene management and law enforcement.

Apart from curricular and co-curricular activities, extra- curricular activities are also promoted amongst students. Sports being prime under it. Some of the students of the Institute have had their representation in state and national level events bringing laurels to the Institute further.

Noteworthy deputations amongst the faculty members includes the deputation of one of the faculties from the forensic science department to the state of Shimla, Junga precisely in its regional laboratory designated as the Assistant Director to the FSL while another faculty member of the same department represents as a nodal officer in Mantaralaya, Mumbai, Maharashtra.

Vision of the Institution is to create skilled and professional human resource to serve the field of Forensic Science and law enforcement, the vision extends to empower students in the pursuit of knowledge, values and social responsibility and help them achieve excellence in respective fields, thereby also preparing them to face global challenges and facilitate the Criminal Justice System. The Institution as never faltered in inspiring the students in the pursuit of knowledge, values, and social responsibility. The Institute has established its distinctive approach towards this comprehensive Vision by modelling it in the form of service to the society, by means of certificate courses or by allowing the students to organize

events to develop their skills, multidisciplinary project development, Entrepreneurship development, Ethical and Human value development in Forensic Science and Allied Domains

(a) *Skill Development*: The Institution arranges skill enhancement programs to develop their skills for example – Personality enrichment, Employability skill development, Entrepreneurial development, Language skill development etc.

(b) *Projects*: Students at the UG and PG degree courses take up Internships in Forensic laboratories of state and centre and pursue their projects which gives them hands on training in their field of Forensic, Cyber and Allied domain.

(c) *Entrepreneurial Development*: Placement Cell crucially works on generating the excitement in the young brains to produce innovation and thus laying the stones for entrepreneurship. Budding Forensic experts and Scientist are motivated for start-ups in the field of Forensic Science and Technology and thus are self-sufficient and independent financially and can either support their education or family.

(d) *Ethical and Human value Development*: Ethical values are the fundamentals of forensic education and is the foremost interest of the institution, Students are motivated to visit police stations, prison courts, hospitals Cancer Institutes and serve the local adopted school or village through NSS. Students have never been insensitive to the social crisis during the natural devastations.

File Description	Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Forensic science is the application of scientific knowledge to legal problems or proceedings. Infusion of latest technology in forensics and skill upgradation of manpower is imperative in the contemporary times to keep pace with exponential increase in the crime rate and the changing paradigms of crime and its investigation.

The Committee on Reforms of Criminal Justice System under the Chairmanship of Dr. Justice V.S. Malimath in March, 2003 recommended that “the UGC should consider creating the departments of Forensic Science in at least all the major universities”, since Forensic Science has not assumed the status of an academic discipline in India.

Unfortunate 26/11 terrorist attack on Mumbai in the year 2008 has made the realization that there is the dearth of trained forensic people.

Considering the earnest and widespread need of Forensic Science in investigations and creating skilled manpower in the field, the Department of Higher and Technical Education, Government of Maharashtra established a study group under the chairmanship of esteemed forensic scientist and former Director of Directorate of Forensic Science Laboratories (DFSL), Maharashtra, Dr. Rukmini Krishnmurty, to tap the possible solutions. This study group recommended establishing academic Forensic Science Institutions in the state to cater the need of skilled manpower for forensic laboratories. On the basis of the recommendations of study group, on 17th August, 2009, the Department of Higher and Technical Education, Government of Maharashtra issued a Government Resolution (GR), for starting two such Institutes, one at Mumbai and the other at Chhatrapati Sambhajnagar erstwhile Aurangabad.

Since inception of the Institute, the syllabus has been upgraded as per the requirement with the inputs of the industry. Renowned experts from Forensic Science Laboratories of the country were the members of BOS. All the faculties are actively involved in syllabus framing as invited members of the ad-hoc Board of Studies (BOS) for Forensic Science, question paper setting and evaluation process of the University of Mumbai. Though the Institute is understaff, the academic as well as administrative work of the Institute has not been affected in any way, since the existing faculties bear extra workload fulfilling all the duties diligently.

Concluding Remarks :

This Institute was established in 2009, vide Government Resolution dated 17th August, 2009. In the same academic year the admissions were made for First Year B.Sc. and two PG Diplomas. It was mentioned in the order itself, that this Institute shall be housed in the campus and share the facilities of The Institute of Science, Mumbai. Accordingly, in the beginning the Institute started with just one classroom and one part of laboratory spared by the Institute of Science to support the ongoing courses. With every passing year the Institute has been able to acquire adequate infrastructure and as on today there is sufficient infrastructure to support the need of the students.

The enriched curriculum, dedicated faculties along with adequate infrastructure to implement it, is the backbone of any educational institution and the Institute has successfully achieved it.

The main source of grants is State Plan and District Planning & Development Committee (DPDC). Being owned and run by the State Government the rules and regulations along with the employee welfare schemes are applicable. It is evident that the governance, leadership of the Institute is in accordance with the vision and mission of the institution and which is reflected through regular institutional practices such as decentralization and delegation of the powers, duties and responsibilities of the committees constituted at the Institutional level. Amongst few it might be one of the Institute which is providing one year paid internship to its students after the completion of their degrees (UG and PG).

The Institute holds a great pride in mentioning about its alumni Ms. Karishma Nair who secured AIR-14 in UPSC. Many of our students are also continuing their Higher Education in prestigious institutes like NFSU, AIIMS, etc. abroad and working globally in the similar organizations including the Big Fours viz. Ernst & Young (EY). With great pride and honor it is pertinent to mention that the alumni of this Institute are not just employees but are also providing employment to forensic professionals by opening their own startups and working as entrepreneurs in the field of Forensic Science.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>44</td> <td>57</td> <td>63</td> <td>57</td> <td>43</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>43</td> <td>58</td> <td>62</td> <td>53</td> <td>42</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>70</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>70</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> </tr> </tbody> </table> <p>Remark : As per document attached</p>	2021-22	2020-21	2019-20	2018-19	2017-18	44	57	63	57	43	2021-22	2020-21	2019-20	2018-19	2017-18	43	58	62	53	42	2021-22	2020-21	2019-20	2018-19	2017-18	70	70	70	70	70	2021-22	2020-21	2019-20	2018-19	2017-18	70	70	70	70	70
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2.4.1	<p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>2.4.1.1. Number of sanctioned posts year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>32</td> <td>32</td> <td>32</td> <td>32</td> <td>32</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>34</td> <td>34</td> <td>34</td> <td>34</td> <td>34</td> </tr> </tbody> </table> <p>Remark : As per document</p>	2021-22	2020-21	2019-20	2018-19	2017-18	32	32	32	32	32	2021-22	2020-21	2019-20	2018-19	2017-18	34	34	34	34	34																				
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32	32	32	32	32																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
34	34	34	34	34																																					

2.6.3	<p>Pass percentage of Students during last five years (excluding backlog students)</p> <p>2.6.3.1. Number of final year students who passed the university examination year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 349 1046 483"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>93</td> <td>106</td> <td>120</td> <td>96</td> <td>89</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 562 1046 696"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>93</td> <td>106</td> <td>113</td> <td>93</td> <td>89</td> </tr> </tbody> </table> <p>2.6.3.2. Number of final year students who appeared for the university examination year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 815 1046 949"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>96</td> <td>123</td> <td>124</td> <td>108</td> <td>96</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1028 1046 1162"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>96</td> <td>123</td> <td>124</td> <td>106</td> <td>96</td> </tr> </tbody> </table> <p>Remark : As per document attached</p>	2021-22	2020-21	2019-20	2018-19	2017-18	93	106	120	96	89	2021-22	2020-21	2019-20	2018-19	2017-18	93	106	113	93	89	2021-22	2020-21	2019-20	2018-19	2017-18	96	123	124	108	96	2021-22	2020-21	2019-20	2018-19	2017-18	96	123	124	106	96
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3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1523 1046 1657"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>10</td> <td>1</td> <td>4</td> <td>9</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1736 1046 1870"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>3</td> <td>1</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	7	10	1	4	9	2021-22	2020-21	2019-20	2018-19	2017-18	4	3	1	0	1																				
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2021-22	2020-21	2019-20	2018-19	2017-18																																					
4	3	1	0	1																																					
5.1.4	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <p>1. Implementation of guidelines of statutory/regulatory bodies</p>																																								

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : as per the documents

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
20	14	25	20	22

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
20	14	25	20	22

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
68	61	62	52	59

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
93	106	113	93	89

Remark : as per the documents

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	3	7	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	3	5	3

Remark : as per the documents

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	7	5	3	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	1	0

Remark : as per the documents

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	10	7	6	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	5	6	5	3

Remark : as per the documents

6.2.2 Institution implements e-governance in its operations

1. Administration

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

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: C. 2 of the above
 Remark : as per the documents

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	11	10	7	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	6	6	5	4

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	3	4	4	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	11	11	11

Remark : as per the documents

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 17 Answer after DVV Verification : 21
1.2	Number of teaching staff / full time teachers year wise during the last five years Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	18	18	17	16

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	17	18	17	17