

University of Mumbai



Perspective Plan 2018-19 To 2022-23

University of Mumbai



**RE-IMAGINING MUMBAI UNIVERSITY
VISION GLOBAL LEAGUE**

PERSPECTIVE PLAN DOCUMENT (2018-23)

PROLOGUE

Throughout history, the greatness of a nation or a civilization is closely associated with the greatness of its system of education – especially, higher education. Great universities like Nalanda and Takshshila in ancient India contributed immensely to spreading our nation's reputation far and wide. Even in modern times, the name of the best universities in the world are a proud part of the global reputation of great nations and cities. The brand images of New York, London, Berlin, Tokyo , Tel Aviv, Beijing, Shanghai, Seoul, etc., owe a lot to the global ranking of the universities located in these cities.

Today India is emerging as a global power in the 21st century. Mumbai, India's financial and commercial capital, is transforming itself in line with its aspiration to become a global city. Therefore, once again, the Universities of Mumbai, which was established in 1857, has an opportunity, also a responsibility, to make its fullest contribution to Resurgent India and Resurgent Mumbai. It is our aspiration, also our resolve, to make the University of Mumbai the best university in India, and to earn a place among the Top 100 best universities in the world.

Today our University undoubtedly faces many challenges. I do not wish to belittle these challenges. However, with collective and sustained effort, and with matching dedication and commitment from

all the stakeholders, I am sure we shall overcome these challenges & climb the summits of success that are beckoning us.

The Future of Mumbai University will not be unworthy of its past. Indeed, it will be brighter than its past. As our University begins preparations to celebrate its 160th anniversary in 2017, I appeal to all of you to join this movement of reimagining University of Mumbai & building infrastructure and academia to make it one amongst the Global League.

Vice-Chancellor
Mumbai University

12th September , 2017

1. REIMAGINING MUMBAI UNIVERSITY: VISION GLOBAL LEAGUE

INTRODUCTION:

The University of Mumbai is one of the most important and prestigious universities of post independence India.

It is extremely well located in the heart of Mumbai, spreading over 220 acres with the CST-Santa Cruz road on the North & East, the Mithi River on the west and the Bandra Kurla complex in the South.

Over the years, it has developed largely on its own, given the availability of large tracts of land, but without the visionary benefit of a thorough Masterplan and such a document to bind the overall campus in an integrated whole. In this, its 160th year, the University of Mumbai is on the threshold of projecting itself into the global league. This masterplanning effort is to help create a tangible vision for the premier university for the next many decades, and help chart its positive growth in the most suitable direction... for its Students, its alma mater, its Academia and the city of Mumbai.

WHAT IS A MASTER PLAN?

A campus master plan is a physical manifestation of a university's strategic plan. At its best, it is a road map for the future of a campus, and becomes a crucial tool in confirming that short-term projects are working in conjunction with long-term plans and goals.

Why do we need it so much?

Without it, each decision made about a campus' facilities --from new buildings to renovations to infrastructure improvements --is made in isolation, without a bigger vision in mind. And a good campus plan builds in flexibility, so that it can accommodate shifting academic priorities and economic conditions.

GROWTH POTENTIAL

The University of Mumbai has grown through the decades, adding new departments and fields of study, concurrent with the needs of the Nation and the academic and intellectual resource required to feed these needs. Traditional courses of Social Science, Languages, Pure Science and Commerce have learnt to coexist with new-age courses in Management, Information Technology and Nano Technology... with more and more exciting opportunities on the anvil, from Artificial Intelligence, to Sustainability, to Film Making, Leadership, Sports, Life Coaching, Design, Space Science and more.

University of Mumbai accepts and would like to welcome such change. And this cannot be done in an ad-hoc manner. A proper Masterplan, as envisioned so far provides value to each such existing and proposed sectors of academic and allied development. It puts in the direct context of the land it so preciously sits upon in the heartland of Mumbai.

THE MUMBAI CONTEXT:

Mumbai is the largest city in Maharashtra, in Western India and the absolute commercial capital of India.

University of Mumbai is located at Kalina, a mile south of Mumbai Airport, and just adjoining the vast economic hub of the Bandra Kurla Complex (BKC) at its southern flank. The important Western expressway and the new metro line is just to its west, a few minutes away and is well located to all parts of Mumbai and its hinterlands.

There literally is no better location possible in Mumbai!

THE MUMBAI UNIVERSITY (MU): PRESENT SCENARIO

Many of the buildings located in the Vidyanagari Campus of University are in state of structural and functional decay. A detailed site analysis and visual audit has indicated that there is a need for a development overhaul. However, redevelopment will be done phase-wise and sensitively.

The landscape is well developed and should be conserved.

ANALYSIS OF PRESENT MASTER PLAN

The main entry is at the East, with a subsidiary entry (towards Sports Block) at the North. Most of the present development is on the Eastern side, with some spread-over to the south-west. There is no clear zoning or natural sectorisation of related departments. Orientation of buildings is based on sequential spatial development as per availability and convenience and roads seem to propagate accordingly.

However, because of lush vegetation at various pockets, the micro-climate is unique, as is the environment, with a prominent patch of wetlands on the west, with the Mithi River.

MASTER PLAN: VISION AND CONCEPT:

We want to reimagine the University of Mumbai as a global University, with the best of campus masterplanning principles.

The new Masterplan would – 1) communicate institutional **vision** / values, 2) create a sense of **place** and 3) facilitate better **change**.

Three components coincide and work together to support the core mission and values of the university – **Landscape, Buildings & Circulation**. Together, they ensure the largest of campuses feel humane and comfortable, have positive purpose and elucidate character.

Global, leading campuses employ such principles to ensure a wonderful “**learning**”, rather than “teaching” environment.

MASTERPLANNING PRINCIPLES:

Creating a LEGIBLE campus

In campuses, legibility & wayfinding are major aspects of a successful masterplan. It provides distinction, purpose and a clarity of vision in placing new buildings and enhancing value

Creating a CONTEXTUAL Campus

Such large development does not succeed as an island in isolation. Its edges and paths are derived from a larger geographical context, the needs of the neighbourhood and the successful physical and ecological linkages formed.

Creating a memorable LANDMARKS

In a continuation of the legibility principle, creating memorable landmarks endears users to the project, provides sense of location and pride, while simultaneously endowing tremendous value to the landmark property and its vicinity.

Creating a GREEN campus: Nestled in NATURE

With a major natural edge on one side, and a lush existing landscape, this campus has a micro-climate and environment of its own; seemingly better than its Mother City. The idea is to enhance it further as a **Campus in a Garden** concept, allow for it being a major environmental asset in the heart of the city, and having a lush, green characteristic of its own.

Blending modern technology with traditional wisdom

Major aspects of Traditional Wisdom of creating Universities has been thoughtfully integrated into the planning so as to keep it beneficial for the success of the overall planning without being in conflict with other planning principles.

WALKABLE and intuitively convenient

As spread out as the campus is, special efforts need to be taken to ensure convenient, intuitive and comfortable connections to promote non-motorised transport.

Sectors and amenities are mostly decentralised, thus ensuring most conveniences are but a short walk or cycle trip away.

Environmentally SUSTAINABLE

Such a large development needs to be a beacon of sustainable planning, not just planning IN nature, but planning WITH Nature, to set a precedent, a prototype of sustainable campus planning that should be emulated across the country.

MASTERPLANNING A TRUE GREEN CAMPUS

From Masterplanning to Architecture, the entire campus planning is being done keeping in mind that it be presented as a high rated IGBC Green Campus, the first in Maharashtra. This will ensure compliance of holistic sustainable planning.

Environmental Services:

- Waste water treatment
- Reuse of treated water
- Organic waste treatment
- Recycling of Dry waste
- Solar PV plant
- Rain water harvesting
- Low loss Transformers

Ecological Services:

- Flood control and Photo-remediation
- Riparian Zone with Bio-diversity Park
- Central Eco Park
- Storm water run-off velocity reduction
- Bio-remediation through Swales
- Green Corridors with layers of landscaping
- Connection of Water Bodies

MASTERPLAN STRUCTURE

The new masterplan attempts bringing much needed order, arrangement of spaces and legibility in circulation into the Structure Plan. We rooted in its existing structure, found inherent strength and brought about the creation of two major orientations and axii, leading to a focussed central space.

This allows the creation of 4 distinct directional quadrants.

Most of the new proposed development is considered in the Western and South quadrant, while the North and East quadrants are more of strategic densification and redevelopment of existing departments.

This also allows ease of relating to the Masterplan, while simultaneously allowing proper sectorisation, distribution of infrastructure and phasing.

MASTERPLAN LANDUSE

Every Masterplan needs a proper correlation of landuses – from Academic to residential to Communication and Greens – to make it work as a planned, defined whole.

The landuses are also a genesis of the structure plan.

Here we have kept more 1/3rd of the Plan green and open, while the dominant landuse is for Academic development. Residential is limited to the Southern side and will be highrise.

Amenities and infrastructure are distributed to ensure ease and access and roads are well defined with proper hierarchy.

MASTERPLAN CIRCULATION AND STRATEGY

From an existing free-for-all plan, it is progressively thought to make the new campus as a **Non-Motor Priority Campus**. Circulation networks will be intuitively regulated to ensure Car movement to only few sectors, allow **public transport** movement along main roads, introduce 3 well-distributed and accessible **Transit Hubs** that will have parking, intra-campus **shuttle transit services and Bus Stops**. Other roadways will be **pedestrianised**. New entries have been opened on important surrounding corridors, including important new accesses from a near **Metro Station** and a proposed **Elevated highway** to the west.

DEPARTMENTS AND EDUCATION PROGRAMMES

DEPARTMENTS AND EDUCATION PROGRAMMES

EXISTING DEPARTMENTS OF THE UNIVERSITY:

ARTS STREAM (FACULTY OF ARTS)

School (Autonomous)

Mumbai University School of Economics and Public Policy

Cultural Arts Stream

Academy of Theater Arts

Department of Music

Lok Kala Academy

Department of Dramatic Arts (Sindhudurg)

Departments

Department of Communication and Journalism

Department of Education

Department Of Library Sciences

Language, Linguistics and Literature

Department of Arabic

Department of English

Department of French

Department of German

Department of Gujarati

Department of Hindi

Department of Kannada

Department of Linguistics
Department of Marathi
Department of Persian
Department of Russian
Department of Sanskrit
Department of Sindhi
Department of Urdu
Department of Chinese Studies

Social Sciences Stream

Department of Applied Psychology
Department of Civics & Politics
Department of Philosophy
Department of History
Department of Sociology

Department to address Students' Issues:

Department for Students Development

Centres for International Studies

Centre for Eurasian Studies
Centre for African Studies

Geology/ Geography Stream

Department of Geography
Department of Archaeology

Sports and Physical Education

The Department of Physical Education

Department of Sports

COMMERCE & MANAGEMENT STREAM (FACULTY)

Commerce Stream

Department of Commerce

Management Stream

Jamanlal Bajaj Institute of Management

Alkesh Mody Institute of Management

SCIENCE STREAM (FACULTY OF SCIENCE)

Centres for Excellence

UM-DAE Centre of Excellence in Basic Sciences

National Centre for Nanosciences and Nanotechnology

University Departments

Department of Physics

Department of Bio-Physics

Department of Chemistry

Department of Mathematics

Department of Life Sciences

Department of Oceanography

Department of Biotechnology

Department of Statistics

Department of Computer Science

Department of Law

Department of Information Technology

Centres of National Authorities on Campus

UGC Human Resources Development Centre

Western Regional Instrumentation Centre

Western Region Centre of ICSSR

Centres for addressing issues of global importance

- Centre for Disaster Management
- Dr. Ambedkar Center for Social Justice
- Academy for Administrative Services
- Maharashtra Adhyayan Kendra
- Gurudeo Tagore Chair for Comparative Literature
- Shri. Balasaheb Thackeray Chair
- Confucius Institute
- Xi Shan Lin Center for India China Studies
- Centre for European Studies
- Indo-Israel Study Centre
- Adv. Bal Apte Centre (proposed) to address role of youth movement in nation building
- Center for Career Guidance and Counselling (Proposed) at Navi Mumbai in collaboration with CIDCO

FACULTY OF INTERDISCIPLINARY STUDIES:

- Department of Law

School/ Academy:

Mumbai University of Mumbai Law Academy

Interdisciplinary Center for Skill Development

Garware Institute of Career Education and Development

Institutes for Distant and Virtual Education

Institute of Distance and Open Learning

Centre for Extra-Mural Studies

Department of Continued and Lifelong Learning

Center for Online and Dynamic Education

New Academic Departments/ Centres

- Dr. Babasaheb Ambedkar Centre for International Studies
- JRD Tata Aviation Academy & Space Sciences
- Centre of Excellence for Computational and Data Sciences
- Garware Skill Based Education Center
- Dr. Babasaheb Ambedkar Centre for International Studies
- Ramesh Sippy Academy of Film & Television
- International Institute for World Leadership
- Start-Ups & Incubation Hubs
- Centre for Research & Innovation
- Centre for Railway Research
- Centre of Excellence for Sports Management & Rehabilitation

- Centre of Excellence in Behavioral Sciences
- Centre for Green and Sustainable Technologies
- Centre for Robotics Engineering
- School of Design
- School of Life Coaching
- School of Interactive & Digital Media
- Nano sciences & Nano Technology Building.

Developments at Local and Regional Campuses of MU (Sub-Centres)

Academic departments shall be established at the various Sub-Centers. Initially one or two department from Humanities, Science and Commerce and Management Faculty and interdisciplinary faculty shall be started.

Marine Lines Campus

- Centre for Excellence in Sports Rehabilitation

Sindhudurg Campus

- Sindhuswadhyay Head Quarters to be established at Vengurla
- Department of Social Work
- Department of Dramatics

Ratnagiri Campus

- Railway Research Centre to be strengthened

Vidyanagari Campus

- National Sports Academy

Kalyan Campus

- Railway Research Centre to be strengthened

Thane Campus

- Railway Research Centre to be strengthened
- Dance Academy

Kalwa (proposed)

- Centre of Excellence in Skill Development for Women
- Academy of Public Administration and Management

Palghar (proposed)

- Centre of Excellence for Research, Development and Training in Tribals

... and more to come

PROPOSED MASTER PLAN

A tentative overview (currently under developmental phase) of the Master Plan of Mumbai University is provided on the following pages.

PROPOSED MASTER PLAN



2.. INTRODUCTION TO PERSPECTIVE PLAN

Throughout history, the greatness of a nation or a civilization is closely associated

Introduction and Current Status:

The University of Mumbai (known earlier as University of Bombay) is one of the oldest premier University in India celebrating its 160th year of establishment. In last 160years ofits functioning attest to its manifold achievements as an intellectual and moral powerhouse of the Society. The University has always given its best to the country. In general and the city of Mumbai in particular by enthusiastically shouldering an ever growing load of social values and opportunities. Many of the alumina of the University is holding the top positions in the various fields and giving the leadership in various organizations as well as political leadership. Four alumina of the University are recipients of the greatest award of India the "Bharat Ratna" award.

Certain natural aspects help us understand the various perspectives to be strengthened while preparing the University of Mumbai's Perspective Plan. Let us accept and list them as the guiding principles for a proper document that will help us focus in this journey. The Perspective Plan should not confine us within a too well-defined framework, but should allow us to audit our challenges, achievements and failures. The Plan document should be dynamic and flexible, should be completely delegated and should permit every unit,

department and institution within the University of Mumbai to identify themselves as leaders, stakeholders and as those who would benefit by the results.

The University has two campuses of area 243 acres at Kalina Campus and 14 acres at Fort Campus in Mumbai. It has also sub-campuses at Ratnagiri (20 acres), Thane (6.5 acres) and Kalyan (6.26 acres).

Geography – the urban-rural continuum

The University of Mumbai has a tremendous geographical region. The high-density megapolis of Mumbai, Mumbai Suburban and Thane districts and the other districts of the Konkan Revenue Division provide extreme diversity of opportunities and requirements to be considered within a Perspective Plan.

Thus, when the University of Mumbai considers a Perspective Plan, it is almost helping guide the future of urban, rural and mofussil areas of at least seven districts, along with the inclusion of three of the most populated municipal areas.

There are 2 Model Colleges established by the University at Mandangad, Dist. Ratnagiri(14 acre land) and Talere (4 acre land) Dist. Sindhudurg. It has 782 affiliated colleges in seven coastal districts of Maharashtra i.e. Mumbai, Mumbai suburban, Thane, Raigad, Ratnagiri, Sindhudurg and Palghar in jurisdiction and 5 colleges in out of jurisdiction (i. e. Nashik, Pune, Goa & Silvassa).

There are 56 Departments of the University at Kalina while 108 Research Centres. University of Mumbai is the only University in the

country (among almost 782 Colleges) to have 53 of the affiliated colleges with 'A' grade of NAAC accreditation. University of Mumbai is one of the first and largest University in India situated in the heart of financial capital of India and in the state of Maharashtra being among the biggest contribution to our national GDP. As it is quoted by Hon'ble Vice-Chancellor Dr. Sanjay Deshmukh in his address at Annual Convocation "We are blessed with critical components, essential to creation of a world class start up eco system such as top universities, research institutions, qualities, talent pool. Technology companies, venture capital companies as well as infrastructure networking/ monitoring organizations, vital for infrastructure striving to build successful global companies.

ROADMAP FOR THE FUTURE:

In an increasingly global world, given the demographic dividend that India is set to reap India's comparative advantage lies in the arena of leadership of knowledge society. In the last three decades ever since the NEP of 1986, Indian policy makers have been seized of the matter. The comprehensive ICRIER paper by Pawan Agarwal, followed by the National Knowledge Commission Report by irrepressible Sam Pitroda and Yashpal Committee report are but a few high points in this thinking which would culminate in India taking its rightful face in the comity of Nations in the context of emerging global Knowledge society. One of the lessons has been that this would need serious policy reforms and adequate resources and good governance and global actions on the part of all the institutions of

higher education. All this currently has resulted in the currently extant RUSA (RashtriyaUchattarShikshaAbhiyan) initiative.

State Universities an overwhelming 90% of all the students in the sphere of higher education but is clearly starved of resources. On its part the State of Maharashtra had set up three high level committees to look at the different aspects of higher education sector. These Board have been studiedTheMaharashtra Public Universities Act, 2016. The University of Mumbai as one of three premier presidency Universities of our country has its task clearly cut out and is raring to get off the blocks to play its part. This then is the context which informs the current Perspective Plan of our University.

Vision: Strategic Intervention:

The vision of the University is to chalk out a realistic strategy so as to transform the University of Mumbai into a truly excellent place of teaching/ learning and research for all the stakeholders. This Perspective Plan presents important proposals that have emerged from the academic faculty through their respective departments and programs. This was to be contextualized within the overall mandate of social responsibility of inclusion and the aspiration was to eventually reach best global standards. What follows is elaboration of this vision through anatomical dissection, diagnostics and policy and action initiatives on our part that are being conceptualized.

Changing dimensions of student life

Students, their aspirations, opportunities and interests are ever changing, and more so, in the past ten years. The rate of change of possibilities, limitations and pressures will increase in the coming years, and will most certainly explode more than exponentially in every future year.

The University needs to introduce new and emerging fields of study from faculty proposals and measure them against university resources. This will allow us to meet new developments in various discipline and help alleviate concerns in our society. Can the University, its affiliated institutions and the sister universities and institutions in this region be able to recognise the strengths of our students, and help them with ever-evolving and ever-changing methods to meet these challenges?

The two triads: Adequacy, Equity and Excellence: Autonomy, Flexibility and Capacity towards Excellence

Being a developing country with its poverty backwardness as well as multicultural diversity it was but natural that the first charge on the University system was equitable expansion (adequacy). The inherent conflict between these two criteria and that of excellence with its inherent exclusivity naturally meant that the latter willy-nilly took a back seat. But like many other things, things cannot be dealt with purely sequentially and everything must get some (varying) level of attention. Whereas the first triad mentioned above continues to be relevant in the new global world, the second triad comes to the fore as we simply cannot do without quality assurance in our higher

educational endeavour. If there is one mantra that is learnt here it that there is no uniform mantra to achieve quality and that one size does not fits all.

Further, specificities become ever more important after basic stuff is ensured at a general level. All of this means that autonomy and flexibility have to be encouraged in the spirit of letting go of controls and uniform rigidities so as to enhance quality which is of essence. This necessarily entails fair amount of decentralization which as we know is acceptable in principle but is always difficult to put in practice as it involves letting go of decision making and power. This easily said than done. For, autonomy and flexibility in pursuit of quality outcomes require capacity building at all levels. This includes curricula, evaluation, pedagogy but above all a serious mind set change in case of all the multiple stake holders but most importantly with the managers and teachers of higher education.

Consolidation (Back to Basics)

Given the fact that our university is rather huge naturally expansion will have to an exception rather than the rule. It is imperative that we now look at the university with all its components as it exists today and try to consolidate. There is critical need to support proposed academic programs, and / or to expand capacity of well-received programs, assess the demand of low-capacity programs and to list academic programs that would achieve high distinction. This will

involve serious reflection and concerted action to improve its efficiency focusing on the outcomes rather than the inputs.

In a word, we need to traverse the ‘back to basics’ path reflecting on the fundamentals and getting them strong in terms of delivery of set but ever changing benchmarked outcomes. Apart from infrastructure provision in adequate measure, the soft infrastructure related to rules and procedures will also come in for scrutiny. While we will have more to say about this in a bit, we may merely note that institutional and other kinds of restructuring is a serious challenge that has to be met head on.

Defining the future on a path of sustainable development

Environmental challenges vis-a-vis the pressures of rapidly growing urban clusters, including multi-modal transport networks, new townships, changing rural-to-urban areas and thereby the ability of students and academia meet them with new courses, need-based syllabus and curriculum and professional themes is paramount.

A leader in thought and academic mentorship, can the University ensure that these challenges are met without sacrificing the primary tenets of environmental principles, sustainable development and core principles of conservation of natural resources?

Good governance:

It is well understood that while resources are important, governance is the Key in the arena of higher education. It is good governance that leads inputs being transformed into desirable outcomes. This is not something grandiose but rather comprises of bricks and mortar stuff. It has to do with protocols and processes that optimize system efficiency. It also had to do with incentives that exist for agents given the institutional rules that define the system. Of course, all this to be set right requires knowledge and research base which in turn presumes that there is a real time data base/warehouse that is being maintained.

This will also allow for monitoring and evaluation of the system performance at a given point in time as well as over a period of time. The Perspective Plan would also need to identify dormant or long-running academic programs to make way for demand-driven or high-growth programs. All of this will lead to – as mentioned earlier – back to basics approach, conceptually and practically viewing the processes as component parts of the whole system, and setting benchmarks and process re-engineering to create internal reforms within the University whilst at once anticipating policy reforms and initiatives without.

Spatial dimensions of the University campus, and structures of affiliated institutions

A Perspective Plan cannot be exclusive of the actual working or academic space of the student, the faculty, the tertiary support staff

and the administrative officers and employees. Today, and for the future, we should also ensure that the Perspective Plan is inclusive of its precious alumni and provide for their participation in the future growth of all activities and physical structures.

The University campuses would naturally be the core focus of the Perspective Plan, and would examine historical and cultural strengths of the buildings that prominently position the identity of the institution. Similarly, the Perspective Plan would also need to include the potential with affiliated institutions to re-examine their campuses, structures and core units within them.

For example, an affiliated college may have limitations in vertical or horizontal growth because of the space constraints within the Mumbai-Thane metropolises, but could perhaps plan for the growth of its academic facilities by substantial improvements. A Chemistry or Zoology Laboratory may not have been renovated for more than ten years and perhaps could be prioritised for State-of-the-Art facilities.

The Perspective Plan can also be inclusive of the financial, knowledge, innovative and managerial skills and strengths of professionals in the Mumbai and Konkan regions. For example, a proper partnership of the University of Mumbai's Perspective Plan with the Maharashtra Council of Architects and other similar bodies could establish principles of Public-Private collaboration amongst all affiliated institutions to seek contemporary and futuristic growth and appropriate legal documentation and budgets.

Internal Educational Reforms: Four track approach

This is based on the four statutory officers and offices that are extant dealing with Academic development, Administration, Examination and Finance. Each of these has to come up with an agenda so as to simplify the processes and protocols so that transactions costs are reduced and the outcomes are achieved in a time bound target oriented and benchmarked fashion. The Perspective Plan should identify integrative and applied disciplines and programs and develop them based on needs and demands of society and nation. In what follows the sub areas are flagged and progress in each will have to be monitored by setting measureable targets.

They require internal commitment and should not depend on external reforms, although these may also help. The Vice Chancellor along with the officers is working as the agenda. It is expected that finally, all of the systems developed will seamlessly merge with protocols such as those delineated by ERP-SAP.

Track I: Academic Innovation

- Academic audit to include TAQ, Peer Review, Research and Administrative competence
- New Courses: Interdisciplinary and Integrated (value added), Excellent and innovative teaching
- Undergraduate and graduate research

- Pedagogic Innovation: Teaching tools and techniques (IT enabled and student friendly), promote and support experiential learning
- Autonomy and Consolidation of Choice based credit/ Semester system
- Review and reforms in Affiliation norms and inspections
- Support academic programs to strengthen grant requests

Track II: Administrative Innovation

- SWOT analysis/ Coordination of different sections and information flow protocols
- Streamlining of processes and creation of time line protocols for certainty of time required for all routine activity (Self commitment Charter thereof)
- Infrastructure and support for learning excellence and innovation
- Process re-engineering to reduce transactions cost, through statute, ordinance changes so as to attain greater efficiency and reduce harassment of all stake holders
- Support faculty research and professional development
- IT enabled timely information disbursement (circulars and time-tables) for the convenience of Departments/ Colleges/ Teachers and Students
- Transparent On-line procedures for enrolment / eligibility and payment of fees.

Track III: Examination Innovation

1. Detailed protocols for scheduling of examinations, results, appointment of examiners, moderators and examiners.
2. Database of information for student use (on-line services) as well as for administrative purposes.
3. Training for staff for effective use of networking and other IT enabled tools.
4. Workshops for better paper setting, evaluation and moderation as also revaluation
5. Protocols for systematic CAP

Track IV: Finance Innovation

- Review and streamlining of finance processes and setting up of coordination with other sections
- Targeted changes to the financial, physical, and organizational establishments to strengthen research, academic and innovative activities
- Finance processes re-engineering to cut transaction time
- Finance facilitation for student / teaching and non-teaching staff, through simplification and creation of manual.
- Dedicated administrative establishments for grant proposals and financial management
- On-line transactions with suitable gates to other stakeholders (including other sections and colleges)
- Clear assignment of authority and responsibility (including automatic clearances) to different officers with proper networking with other sections of the University.

Apart from this, there are the two service units that need to be involved in a big way. These, as mentioned earlier are the CCF and Press.

Need for Perspective Plan:

The University has several stake-holders including society, students, faculty, various educational institutions, its departments, teaching as well as non-teaching staff, industries, corporate sectors and the State Government. The growing needs of all these stake-holders need to be consolidated and addressed.

There is population growth in last few decades and expansion of towns and cities. To cope up with the growth of population and expansion of the cities as well as extend the facilities of the Higher Education to the remote areas it is necessary to have a Perspective Plan which gives the direction to fulfill the aspirations of the stakeholders and propel India in right direction.

3. PERSPECTIVE PLAN: GUIDELINES FOR STRATEGIC VISION

Understanding local needs while aspiring to be a global leader

The name, “University of Mumbai”, is recognized globally. To be honest and to acknowledge our place in the list of best performing universities in the world, and in Asia, and also within India, is to ensure that we plan in real terms while developing this Perspective Plan. This can only be true, and can give proper strength in our aspiration to be a global leader in academia, if we recognise local needs of Mumbai-Thane metropolis, the Konkan region and the tremendously intersecting transport and industrial networks and clusters.

At the same time, we should also be observant and absorb, should be all-consuming of futuristic, and be rational and cautious in the recognition that our risks and dreams should not be harmful of the aspirations of our students. Thus, we should be ambitious in our goals, but should define them with local values, needs and realism. We should have vision that encompasses the most distant horizons, but we should allow the Perspective Plan to help us grow, in the immediate, short-term, medium-term and long-term, and also the longer-term. The Perspective Plan should provide the path for the future. It has been our normal practice that the University of Mumbai prepares a one-year or five-years short term Perspective Plan for itself. Therefore, an institution has to always prepare a new document for every subsequent year. With this particular document it would be

appropriate for the Perspective Plan to create projects for various time periods such as from the immediate to the longer term horizons.

The preparation of the Perspective Plan should allow us to welcome global inputs, thought leaders to participate, perhaps Nobel Laureates and academic+industrial achievers to contribute, guide and re-orient our plans, and also bring together good and accountable governance in a transparent and responsive manner to ensure that our students are rightly placed to be global leaders, and are also happy and ready to contribute to local needs and to sustain local communities.

Immediate Action plan for the academic year 2018-19

The University of Mumbai is preparing a five years Perspective Plan for the years 2018-19 to 2022-23. The five years Perspective Plan is given a road map and vision of the progress and development of the University for next five years. After deliberation in the Board of Deans the Perspective Plan for the year 2018-19 is prepared by the Board which is based on review of earlier years Perspective Plan and the changing scenario in the future.

Hon'ble Vice-Chancellor Dr. Sanjay Deshmukh under the guidance of His Excellency, the Governor of Maharashtra and Hon'ble Chancellor Shri Chennamani Vidyasagar Rao and with the support from Government of Maharashtra has set up some of the targets to be achieved in the year 2018-19. These targets are aimed to have the excellence in academic as well as infrastructural system. To pursue

the academic excellence the following some of the new initiatives will be introduced in the University:

- a) Digital University initiative
- b) Skill Development initiative
- c) Centre for Development of Innovative Entrepreneurship to nurture Start-up adoption of Villages& building of society on the experiences of Bio-villages
- d) Centre for Urban Policy and Research with a Special Emphasis on metropolitan regions
- e) Centre for Behavioural and Experimental Social Sciences
- f) Centre of Excellence in Sleep Sciences (COESSS)
- g) For Securing Rural Livelihoods through the Bamboo-based Policy Interventions
- h) Documentation and Analysis of Linguistic, Folk and Archival Resources
- i) Initiative to execute the concept of “Inclusive Leadership”\Infrastructural Development of University in the next academic year is aimed on the following:
 1. Government of Maharashtra has allotted 25 acre of land at Zarap, Dist. Sindhudurg which will be developed by the University as Sindhudurg District Campus where skill development course will be started.
 2. The land allotted at Vengurla dist. Sindhudurg will be adopted to develop research center in the oceanography under 'SindhuSwadhyay' Project.

3. Construction of Hostel of boys and girls is proposed at Thane Sub Centre.
4. There will be a construction of residential quarters to class-I, II, III and IV employees at the Kalina Campus.
5. There will be a construction of Guest house at Kalina Campus and residential quarters for the faculties.
6. There will be a construction of Science Complex which will accommodate 8 Science Departments of the University.
7. There will be renovation of Human Resources Development Centre (earlier Academic Staff College) at Kalina Campus.
8. Proposal to start the innovative courses like school of Design will be submitted to the Government.
9. The University will also take the initiative to start the centers in other countries.

With the changing scenario of the world and looking to the Globalization University is decided to introduce the following courses through the University department and affiliated colleges in the academic year 2018-19:

- The courses in Theatre Arts& Performing Folk Arts will be started in Konkan Region to develop the contemporary Culture and Art in Theatre in Konkan Region.
- The course of Railway Engineering will be initiated at Ratnagiri Sub Centre. At the same time a Research Centre at Ratnagiri and Engineering courses will be started from the next academic

year with the help of Finolex Academy of Technology and Management.

- Proposals received from the colleges innovative courses proposals and B-Voc. Courses and the said the colleges will be forwarded to the Government by the University for its consideration.
- New skill based courses and new online courses will be introduced by the mode of distance education.
- At Kalyan sub center the courses of Railway Engineering will be started from the next academic year as well as provisions will be made to develop Pharmaceutical Science Development.
- A center of IDOL will be also initiated at Kalyan Sub-Center.
- To enhance Gross enrolment ratio it is proposed to start the centres of IDOL in the affiliated colleges.

These programmes will give an opportunity for the development of all the stake-holders of the University. Some of the innovative projects University would like to launch in the academic year 2018-19 will be as follows:

1. Skill Development Centre:- It is proposed to be developed at Zarap in the Sindhudurg Dist. as well as special skill development centre for tribal community is proposed in Palghar Dist.
2. A Career Guidance and Counselling Centre at Navi Mumbai in association with CIDCO will be developed.
3. As a part of multifold development of the University , the development of sports facilities at University Sports Pavilion,

Churchgate as well as a centre of excellence in Physical Education at Palghar.(if the land is allotted by the Govt.)

4. As per the Memorandum of Understanding (MOU) with the Indian Railway, the Railway Research Centre has been developed Ratnagiri sub centre. The Railway Engineering course (B.E.) will be introduced from the next academic year at Ratnagiri Sub-Centre and Computer Engineering course at Kalyan Sub- Centre.
5. Make in India Centre, (after allotment of land at Palghar) skill based programmes in Agriculture and Horticulture products will be introduced in the tribal districts.
6. University will take the efforts to Open University campuses across the borders at overseas also. Some of the online courses will be also introduced through the newly introduced development CODE (Centre for online and dynamic education).
7. There is a proposal to develop a wet land and botanical garden in the Kalina Campus which will be a model for the conservation of wetlands, mangroves and other flora and fauna.
8. A scheme “Motivation to convert IPR into patent” has been introduced. The faculty members will get the financial assistance to file the patent initially.
9. To find out the young talent among the faculties 'Motivation research for innovative' scheme has been introduced.
10. Smart Village Scheme: On the basis of concept of smart city given by Hon'ble Prime Minister of India, University would like to introduce a concept of 'Smart Village' and five villages from the

jurisdiction of University will be identify to develop under the smart village concept.

11. University Social Responsibility: On the basis of Corporate Social Responsibility, University would like to have University Social Responsibility. Special refresher courses will be conducted by Human Resource Development Centre of the University for the junior college teachers in the jurisdiction of the University of Mumbai.
12. University Association: University will have the association and MoU's with some reputed National and International Universities degree programmes, students' exchanges programmes for Ph.D. course.
 - Orations from eminent speakers the orations will be organised in the colleges affiliated to University and departments will be continued.
 - University branding will be done to maintain uniformity in the stationery, visiting cards, and sings of the University.
1. Up gradation of University Press: University Press will be facilitated with new machinery and software which will enhance the efficiency of the press and all the publications of the University will be printed at the University Press.
2. Many of the colleges are awarded with the status of Potential for Excellence. Many of the departments and colleges are going for Autonomy 3 departments and 6 colleges are given the autonomous status. University will try to become an Autonomous Organization. If the necessary provisions are made in the rules and regulations of Higher and Technical Education.
3. A separate building for National School of Law and Law Department will be developed at Kalina Campus.

4. Following courses will be introduced as per Engineering courses and Diplomas.
- There will be a construction of Naval Architecture & Ship building
 - The course of B. Tech & Diplomas.
 - The course of Indian Vessel Certificate Act.
 - There will be proposal to start Naval Architecture (Ship Building) in the coastal area of Ratnagiri, Sindhudurg districts.
 - The courses of Bachelor of Technology and some other need based Diploma in Technology will be introduced in Kalyan Subcentre
 - A Naval School / military School will be introduced in Raigad district as being a center of the University.
 - Courses like Indian Vessel Certificate Act will be introduced in Vengurla Centre under Sindhu Swadyay Project
 - We will introduce post-graduate course in Entrepreneurial Development and Industrial Biology

4..PERSPECTIVE PLAN: SPECIFIC IMMEDIATE ACTIONS

How can we define the guiding principles for the University of Mumbai's Perspective Plan?

It is the usual custom in any institution that a body of people, for example, a committee, suitably named such as a high-powered committee, or an advisory group or a forum of experts is convened to draft the Perspective Plan. This manner of drafting of a Perspective Plan would not be suitable for an institution that more or less functions as a collective of the main organisation with all the affiliate institutions, and the community+society that encompasses academia. We should look towards developing and allowing inputs from all bodies of Society, Polity, Governance, Industry and Professionals. This will ensure that the diversity that strengthens the Mumbai+Konkan region will similarly allow us to create a very holistic approach.

Let the initial document provide guiding principles, define fundamental values, list the University's strategies and identify parameters for physical campuses, affiliate college buildings, e-networks, cloud-support systems and allow inclusion of outreach from global academia, industry and programs.

Thereafter, let the Perspective Plan be defined to meet the vision and mission that can be developed through diverse perspectives. For example, the forum of Chartered Accountants + Cost Accountants +

Company Secretaries would most certainly have differing objectives and growth plans and programs from the best of Software and e-Systems Developers. But, both are linked on various programs without any doubt. So, can the University focus on separate perspectives and develop a common plan, or identify common objectives and allow each sector to develop separate plans? Both options would be correct, and rightly so. This diversity and commonality should be recognised and permitted.

However, the University of Mumbai's Perspective Plan, in each stage, i.e. the immediate, short-term, medium-term, long-term and longer-term, should most certainly focus on students and their successes during their academic programs and after. Therefore, exclusive clusters of academics, alumni, students and peers should focus separately on improving teaching methods, examination patterns, graduation and post-graduation benchmarks and thereby, improve each academic and research plan.

General guiding principles:

As per the provisions of Section 37 (1) (h & i), 77, 107, 109, 111, 112 & 118 of the Maharashtra Public Universities Act, 2016 for planning and implementation of higher education the Perspective Plan is prepared. Accordingly, for implementation of Higher Education policy the State Higher Education Council vide G.R. dated 20th July, 2015 constituted Committee under the Chairmanship of Dr. Narendra Jadhav, Renowned Economist & Educationist to prepare general guidelines for preparing Perspective

Plan by the Non-agricultural Universities in Maharashtra. The general guidelines prepared by the said Committee have been accepted by the State Higher Education Council at its meeting held on 14th October, 2015. Accordingly, as per the letter No.Ushipa/PraKra 626/Vishi-3, dated 17th October, 2015 and No.UNI/Ushipa/2015/NaVI/Vishi-1 dated 17th October, 2015 of Director, Higher Education, Pune, the Board of Dean's has prepared the draft of Perspective Plan of the University for the academic year 2018-19 as per the guidelines suggested by Dr. NarendraJadhav Committee.

The Perspective Plan is prepared according to the guidelines of Dr. NarendraJadhav Committee. Draft Perspective Plan prepared by the Board was placed before the Academic Council and senate through to the Management Council. The Draft is finalized after incorporating the suggestions made by the Hon'ble members of the respective authorities.

The general guiding principle will be informed by the fact that there will be no general expansion allowed and that emphasis will be on consolidation of extant system so that it delivers better outcomes. Having said this there will be no general ban on any proposal which specifically argues for making up of deficiencies, regional backwardness, natural growth, need for a particular faculty, empowerment of women etc. Apart from the legal requirements arising out of the relevant GRs issued from time to time, as well as

specific court orders the consideration will be organized along the three tracks of colleges/ courses, spatial situation and faculties. Thus whatever may be said in the general guidelines or principles should there be a perceived and actual lag in particular courses in specific faculties these would be sought to be remedied either by requesting for applications for new colleges or new courses. Also, educationally backward regions will also be considered for new expansions (apart from natural growth) for holistic education. Further any applications for night colleges and those colleges specifically meant for women will be encouraged.

How? This can be met by ensuring that every single academic and research plan is the focus of the Perspective Plan. Let there be a Perspective Plan Working Group for every single academic and research plan. Allow for each report and input to be respected, recorded, acknowledged and included in the collective document of the University. Let there be no first-level attempt to audit, edit or disapprove the plan of any working group.

Would that be wise? Every single Working Group, its discussions and their reports would be suitable to the University of Mumbai's Perspective Plan only if the three dimensions of (a) time-bound plans, (b) budgets and an expenditure plan, and (c) delegated or empowered authorities are specified. For example, a new course is proposed by a Working Group. The three dimensions would be (a) When will the new program begin? When will it be offered? (b) What are the

facilities required? Team required? Academic and other essential qualifications? Costs? Any available route for Budget? Should new Budget-heads be proposed? (c) Who will approve the program? Is it within the mandate of the existing Board of Studies? Should a new BoS be proposed?

The primary guiding principle, but the most important, would be to ask the question if any new proposal would allow for the project to be observed, for the documents to be accessed, and for the timeliness to be accountable to a specific group of experts, auditors, alumni, peers and to the general public and society. Would the program restrict information access to a select group of experts for certain reasons, other than the confidential nature of examinations and assessments?

A similar primary guiding principle would be that every proposal should allow for the project to be ever-evolving and allow for change in the future. This would recognise that global perspectives and professional paradigms will keep changing rapidly in the near and longer future.

- **Specific Guidelines**

The Board decided that the following guidelines shall ordinarily be followed for under-graduate and post-graduate New Colleges / New Programmes / Courses / Additional Divisions while considering the proposals

1. Total Number of Divisions per college would be restricted to 4 in Municipal Corporation and Municipal Council areas and 2 in other than Municipal Corporation and Municipal Council areas. Also in case of colleges under Faculty of Technology number of Divisions restricted to 2 per branch (including Second Shift).
2. Additional divisions would be allowed only in colleges if occupancy of the existing divisions over past 3 years has been above 80%.
3. Existing colleges intended to take innovative programs / courses started by the University would be encouraged.
4. The University has to follow strict guidelines viz. availability of infrastructure facilities, approved Principal/faculty members, participation in assessment, evaluation and other infrastructure along with proximity to other colleges as a pre-condition for affiliation as laid down by the concerned Government authorities.
5. In order to maintain high academic quality, the proposals will be considered for starting new course/additional division/subject to the colleges who have acquired NBA/NAAC accreditation/re-accreditation on or before August, 2017 also the interest of concerned Trust/Society/Sanstha towards providing higher education etc. will be considered.
6. The University will also consider following broad aspects while considering the proposals:

- (i) Geographical location in terms of districts/ talukaas per below
[Table No.1]
- (ii) Faculties/ courses available in that district/ taluka/ area;
- (iii) Colleges offering innovative courses will be encouraged[Table No. II].
- (iv) Proximity to other similar colleges in the area;
- (v) Experience of concerned Trust/Society/Sansthan Higher Education;

Table No. I

| Sr.No. | Classification | Distance between two colleges |
|--------|---------------------------------------------------------------|-------------------------------|
| 1 | Metropolitan City (with more than 15 lakh population) | 2 Kms. |
| 2 | Municipal Corporation (with population between 5 to 15 lakhs) | 3 Kms. |
| 3 | District Level | 4 Kms. |
| 4 | Other Cities (with population between 2 to 5 lakhs) | 5 Kms. |
| 5 | Rural area | 20 Kms. |
| 6 | Hilly and Backward Region with Low GER region | 10 Kms. |

7. As regarding assurance given by the Hon'ble Minister of Higher & Technical Education, it is proposed to establish Government Engineering Colleges at Palghar, Thane, Raigad, Ratnagiri and Sindhurg Districts at district level subject to availability of land and financial support by the respective State as well as Central Government, accordingly. The provision made in the academic year will be continued.
8. Considering the guidelines regarding Women empowerment provision for establishment of new Women Colleges as well as Night/Hilly and Tribal Area has been made in the Perspective Plan.
9. Courses are theatre Arts, Music and Dance i.e. performing arts will be introduced in the rural areas in priority basis.
10. Community college will be introduced additionally if the sponsorship from the industries will be available.
11. The Colleges/Institutions through which at least two batches of students complete their degrees only those colleges/Institutions proposal will be accepted for start of Post-graduate degree courses.
12. Affiliated autonomous colleges, Colleges with Potential for Excellence and also accredited with A grade by the NAAC/NBA, which intended to start their new courses /Satellite Centres in Rural areas will be encouraged.

Recommendations for starting new colleges / courses / divisions / subjects:

Based on the various aspects mentioned above and considering the guidelines submitted by the Committee appointed by State Higher Education Council consisting of Dr.NarendraJadhav (Convener), the Committee recommends the following provisions in the Perspective Plan for the academic year 2018-19:

Considering the existing Gross enrolment Ratio in the Districts under the jurisdiction of the University of Mumbai and to increase the same by 5% the following provisions are made:

1. Proposal of the new colleges will be entertained where college is not available within radius of a place as per above the **Table No. I**
2. College will also be encouraged to the give the proposals of B.Voc Courses which will be develop the employ ability of the students.
3. Colleges intended to take innovative courses offered by the University from the academic year 2018-19 would be encouraged (List attached).
4. Provisions for new Colleges for Women, Night& Hilly/ Tribalarea would be encouraged.
5. Considering the intake capacity and vacant seats and enrolment and geographical location provision for starting new programmes / additional divisions / subjects has been made for the colleges across the jurisdiction of the University of Mumbai.
6. Courses like N.S.S., N.C.C., Physical Education and Extension Activities - Optional for Foundation course in B.A., B.Com, B.Sc. will encouraged for granting affiliation.

7. Starting of 4 years integrated programme leading to (1) B.A. – B.Ed./ B.Sc.- B.Ed. degree in the existing affiliated B.Ed. colleges as per the guidelines of N.C.T.E. and guidelines mentioned above across the jurisdiction of University of Mumbai.
8. To increase the academic excellence and to make available high class educational facilities, affiliated colleges who have accredited by NAAC/NBA, proposals will be invited for academic audit and will be motivated for the autonomy.
9. Additional divisions for LL.B. (3 years & 5 years) degree courses will be allowed in existing law colleges where only one division is available.
10. LL.M. in the affiliated Law colleges as per the criteria mentioned above in Mumbai and Thane City only.
11. In Engineering Colleges divisions restricted to 2 per branch (including Second Shift).

Under the Chairman of Hon'ble Vice-Chancellor a committee of the Perspective Plan was formed. Sub-committees were formed for every district under the jurisdiction. Sub-Committee members and Convener of the district committee are requested to study the present situation of every district with reference to development going on in industry / education and various upcoming projects as well as the resource available at a particular place. On the basis of this criteria sub-committees has given the following various types of suggestion.

1. Mumbai & Suburban area

There is no any special request from Mumbai & Suburban area as there is already a saturation of colleges except suggestion for Women Colleges and Night Colleges as well as provision for Law College in South Mumbai.

2. Thane

In Thane city and urban area there is no need of new colleges as such but the expansion of city area beyond Thane up to a rural area in Kalyan Taluka and Bhiwandi Taluka needs to have more Educational industries especially in Law, Architecture and Pharmacy.

3. Navi Mumbai

In Navi Mumbai area from Belapur to Airoli there are large numbers of Educational industries especially in Engineering and there are prominent Educational organizations in Vashi, Nerul and Kharghar area. There is a suggestion of Women college and college of Fine Arts as well as night college for working youths in this industrial area.

4. Palghar

As being a new district formed before two years in earlier Prospective Plan of the University provision were made to provide at least one college in each Taluka of Palghar.

As being a Tribal district it is considered to extend Education facilities to the rural interior part of the district and therefore, the provisions are made to establish colleges in each Taluka except Vasai and Palghar.

Tarapur - Boisar is one of the fast growing industrial belts and large numbers of youth are working in this industrial area. To make them enable to take education nightcollege is suggest at Tarapur-Boisar belt.

As being a Tribal district rich in culture and the art like Warli painting provisions are also made to have one college in Fine Arts.

5. Raigad

Raigad district is being closed to Mumbai city is on a Fast Track of development and urbanization. Upcoming new Airport in the Panvel area is one of such important projects. It is necessary to have additional educational facilities in Law in South part of District. In developing Taluka like Panvel there is a need of Night College, as well as college of Fine Arts and Pharmacy.

Though, it is a district closed to Mumbai and University of Mumbai there is no separate centre of the University as in other districts under the jurisdiction of Mumbai University. It is suggested to have sub-centre of University in the Raigad district with various facilities and Research Centre.

6. Sindhudurg

As being the Agriculture and Horticultural district there are suggestion to have various vocational courses Hospitality Management, Fish Product Management.

If, any college apply for the B.Voc.courses to the UGC and if they get the approval University will recommend to the Government to start the course. At the same time district has its own culture and therefore college in Fine Arts has been suggested.

7. Ratnagiri

Committee has suggested not give any regular (Arts, Commerce and Science) college in district. As being costal district there is a scope to have the course in colleges in Naval Architecture and Marine Engineering (Ship Building). As there is no any Architecture college the provision is also made in Perspective Plan.

5. PARAMETERS FOR PERSPECTIVE PLAN

It is possible that collective wisdom may eventually result in a dream-like Perspective Plan that would immediately fail in its inability to achieve its goals. It is therefore required that the Perspective Plan, for that matter, any plan, in its initial discussions within the Working Groups, should take into account current scenarios. This could include financials, trends – both immediate and historical, local needs and societal impact, the distinguishing features of the demography of students and faculty of such programs in earlier times, and the intent of such programs, when originally designed.

What would be a realistic Perspective Plan? Every growth scenario is based on 5% to 10% development across indices. Therefore, it would be natural for any planner or a group of similar-minded people to aim for 7% to 8% growth, and perhaps 10% would be thought of as cautionary. That would be the difference between a planner and a visionary. A tremendously diverse institution such as the University of Mumbai, with the demands upon its intellectual and leadership values, should be visionary in its approach.

Can the working groups aim for growth scenarios of 15% and above? Would that be too risky? Can the Perspective Plan propose a growth rate of 25% and above? Why not 100%? In actual terms, growth rate of 25% to 200% and above, are only that. They are estimates of growth. Any growth rate can be achieved if the Plan also includes the possibility, means and ability to raise financial support to establish the framework to implement the proposals. Such growth rates can be sustained only if the Plan also includes the daily-weekly-monthly-annual ability to allow for financial support and immediately thereafter re-route the income towards maintenance, upkeep, wages, incentives, awards, sponsorship, scholarships and support.

Why and how can the Perspective Plan working groups look at independent financial support to sustain higher growth rates? In the initial approach, the working groups could invite participation from experts who could advise in this regard. That would mean that one

working group would have a high growth rate proposal, while some other working groups may only aim for 5%. Would that be appropriate for an all-inclusive Perspective Plan? It would therefore be incumbent that some common parameters are established for every single working group to understand these financial instruments.

The best common approach would be for constant society+industry+trade inputs and intermingling amongst academia during the pre-Perspective Plan and post-approval scenarios. For example, if an academic program has a '*Management Development Centre*' in place, as a sister-program, students and faculty would benefit from the use of their facilities by the corporate, public and private sector. The Management Development Centres in all affiliated colleges and institutions should establish collaborations with other institutions to ensure idea-generation and help provide or receive the external organizational support for integrative and applied programs and strengthen new learning skills.

Workshops, conferences and seminars convened by diverse sectors would allow students and faculty to be constantly observant of current, modern and futuristic scenarios in their thematic areas. At the same time, use of common or dedicated facilities would provide for cash flow and income to add to existing financial support systems. Unless a proper financial mechanism is included in Plan proposals, most Perspective Plans would just remain on paper. Similarly, the MDCs should enable and help faculty and students, community and

professional collaborators to develop advanced project-based learning, applied research, and strengthen methods for research grant development.

Research and innovation is an important perspective. Would academic enrolment in degree and post-graduate degree programs see exponential growth if permitted? Of course, they will. But will they lead to jobs and economic progress? They may not across all sectors. If research and innovation is planned and proposed in collaboration with corporate, public and private institutions on a need-based approach, students will get entry-level opportunities to understand the possibility for their personal growth and development. Such programs may be limited by the reluctance of private and corporate sectors to fund or support the university or college-linked research facilities. Therefore, the Perspective Plan approach would need to examine significant internships and apprentice mechanisms within the academic programs. Such initiatives may not get adequate financial support unless proven to be useful and correct, and would require public sector funding, including sources from within the University. In such situations, the growth rate may be 10% in the initial years, as compared to other proposals from within the same Perspective Plan working group.

मुंबई विद्यापीठ

शैक्षणिक वर्ष २०१८-१९ या साला करिता बृहत आराखडयानुसार नविन महाविद्यालये(पदवीपूर्व व पदव्युत्तर)निश्चित केलेले स्थान

| अ. क्र. | विद्याशाखा/ महाविद्यालयाचा प्रकार | मुंबई शहर | मुंबई उपनगर | ठाणे | नवी मुंबई | पालघर | रायगड | रत्नागिरी | सिंधुदूर्ग | एकूण |
|---------|----------------------------------------------------------------------|-------------------------------------|-------------|--------------------------------|-----------|------------------------------------------------------------------|-------------------------------------------------------|-----------------------|------------|------|
| १ | कला, वाणिज्य व विज्ञान अभ्यासक्रमांचे महाविद्यालय (पदवीपूर्व) | --- | --- | ०१ (ठाणे शहर वगळून) | ०१ | ०५ (प्रत्येक तालुक्यात ०१) (वसई, पालघर, वाडा तालुका वगळून) | ०२ (कर्जत-डोंगराळभाग ०१ मुरूड ते रोहा मध्ये ०१) | ०१(ग्रामीण भाग) | --- | १० |
| २ | विधी महाविद्यालय (पदवीपूर्व) | ०२ (महिला ०१ दक्षिण मुंबई ०१) | ०१ | ०२ (कल्याण ०१ भिवंडी ०१) | --- | ०१ | ०१ (महाड ते माणगाव) | --- | ०१ | ०८ |
| ३ | बी.एड (स्पेशल एज्युकेशन-लर्निंग डीसअॅबिलिटी) महाविद्यालय (पदवीपूर्व) | ०१ | --- | ०१ | --- | --- | ०१ | --- | --- | ०३ |
| ४ | रात्र महाविद्यालय (कला, वाणिज्य, विज्ञान) (पदवीपूर्व) अभ्यासक्रम | ०१ | ०१ | --- | ०१ | ०१ (तारापूर/ बोईसर) | ०२ (पनवेल तालुका- ०१ वडखळ ते पेण - ०१) | ०१ (रत्नागिरी शहर) | --- | ०७ |
| ५ | महिला महाविद्यालये (कला, वाणिज्य, विज्ञान) (पदवीपूर्व) | ०१ | ०१ | --- | ०१ | --- | --- | --- | --- | ०३ |
| ६ | ललीतकला (फाईन आर्ट्स) (नृत्य, संगीत,पेंटिंग) (पदवीपूर्व) महाविद्यालय | ०१ (संगीत कला) | ०१ | --- | ०१ | ०१ | ०१ | ०१ | ०१ | ०७ |
| ७ | अभियांत्रिकी (पदवीपूर्व) महाविद्यालय | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ८ | स्थापत्यशास्त्र (आर्किटेक्चर) (पदवीपूर्व) महाविद्यालय | --- | ०१ | ०१ (कल्याण शहर वगळून) | --- | --- | --- | ०१ | ०१ | ०४ |
| ९ | औषध निर्माणशास्त्र (फार्मसी) (पदवीपूर्व) महाविद्यालय | --- | --- | ०१ (कल्याण) | --- | --- | ०१ (पनवेल/कर्जत वगळून) | --- | --- | ०२ |
| १० | व्यवस्थापन (पदव्युत्तर) महाविद्यालय | --- | --- | ०१ ग्रामीण | --- | --- | --- | ०१ | ०१ | ०३ |
| | एकूण | ०६ | ०५ | ०७ | ०४ | ०८ | ०८ | ०५ | ०४ | ४७ |

माननीय उच्च शिक्षणमंत्री, म.रा. यांनी विधान परिषदेत तांकांसित प्रश्न क्र.१६४, १६५, १६९ व १७३ नुसार दिलेल्या आश्वासनानुसार जिल्हास्तरीय तंत्रनिकेतन महाविद्यालय उपलब्ध असतील तेथे शासकीय अभियांत्रिकी महाविद्यालये, शासन व ए.आय.सी.टी.ई च्या मान्यतेच्या अधिन राहून सुरू करण्याचे प्रस्तावित करण्यात येत आहे.

मुंबई विद्यापीठ परिक्षेत्रातील नविन महाविद्यालयांच्या स्थानासाठी बृहत आराखडयात नमूद असलेल्या दोन महाविद्यालयांतील अंतरावावतचा निकष लागू राहिल. तसेच अंतराचा निकष एकाच विद्याशाखेच्या अभ्यासक्रमाच्या दोन महाविद्यालयांसाठी लागू राहिल.

पत्र क्र. बृआमा-२०१७/प्र.क्र. ४६३/विशि-३, दिनांक १८ सप्टेंबर, २०१७ चे सहपत्र परिशिष्ट 'अ'
मुंबई विद्यापीठ

शैक्षणिक वर्ष २०१८-१९ या साला करिता बृहत आराखडयानुसार नविन महाविद्यालये(पदविपूर्व व पदव्युत्तर)निश्चित केलेल स्थान

| अ. क्र. | विद्याशाखा/ महाविद्यालयाचा प्रकार | मुंबई शहर | मुंबई उपनगर | ठाणे | नवी मुंबई | पालघर | रायगड | रत्नागिरी | सिंधुदूर्ग | एकूण |
|---------|---------------------------------------------------------------|-----------|---------------------|--------------------|-----------|-------|-------------------|----------------------------------------------------------------------------------------------------------|----------------------------|------|
| १ | कला, वाणिज्य व विज्ञान अभ्यासक्रमांचे महाविद्यालय (पदवीपूर्व) | --- | ०१ (दहिसर-पूर्व) | ०१ (मीरा भाईदर) | --- | --- | --- | ०४ १. रत्नागिरी शहर २. मिरझोळे, ता. रत्नागिरी ३. पडवे, ता. राजापूर ४. कांगणेवाडी, चिपळूण शहर | ०१ (शिरगांव, ता. देवगड) | ०७ |
| २ | विधी महाविद्यालय (पदवीपूर्व) | --- | --- | --- | --- | --- | ०१ (ता. कर्जत) | --- | --- | ०१ |
| ३ | महिला महाविद्यालये (कला, वाणिज्य, विज्ञान) (पदवीपूर्व) | --- | --- | ०१ (भिवंडी) | --- | --- | --- | --- | --- | ०१ |
| ४ | विधी महाविद्यालय | --- | --- | ०१ (मीरा भाईदर) | --- | --- | --- | --- | --- | ०१ |
| एकूण | | --- | ०१ | ०३ | --- | --- | ०१ | ०४ | ०१ | १० |

ANNEXURE

मुंबई विद्यापीठ

शैक्षणिकवर्ष २०१८-१९ या साला करिता अस्तित्वात असलेल्या
महाविद्यालयात नविन अभ्यासक्रम/अतिरिक्त तुकड्या सुरु करण्याबाबत
निश्चित केलेले विद्याशाखे निहाय पदवीपुर्व व पदव्युत्तर अभ्यासक्रम
(फक्त खालील दिलेल्या अभ्यासक्रमाचे/अतिरिक्त तुकडीचे प्रस्ताव
स्वीकारण्यात येतील.)

| अनु.क्र. | अभ्यासक्रम/विषयाचातपशिल |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Humanities Faculty | |
| 1 | B.A. (Human Science) |
| 2 | B.A.(Film, T.V. & New Media Production) |
| 3 | B.A. (Culinary Arts) |
| 4 | B.A.(All Subject) (Except B.A. in Interior Design) |
| 5 | B.M.M. |
| 6 | M.A. (All Subject) |
| 7 | M. Lib.I.Science |
| 8 | M.Phil |
| 9 | M.A. (Business Economics) |
| 10 | M.A. (T.V. & New Media Production) |
| 11 | M.A. (Entertainment Media & Advertising) |
| 12 | M.A. (Public Policy) |
| 13 | LL.M./ LL. B. (3 Years/ 5 Years) |
| 14 | B. A. (Yoga) |
| Science & Technology Faculty | |
| 15 | B.Sc.(Plain) |
| 16 | B.Sc. (Human Sciences) |
| 17 | B.Sc. (Psychology) |
| 18 | B.Sc.(Actuarial Science) |
| 19 | B.Sc. (Data Science) |
| 20 | N.C.C./N.S.S./Physical Education and Extension Activities (Optional subject for foundation course in B.A. & B.Sc.) |
| 21 | M.Sc. (All Subject) |

| | |
|--------------------------|------------------------------------------------------------------------------------------------------------------|
| 22 | M.Sc. (Renewable Energy) |
| 23 | M.Sc. (Biodiversity and Wildlife Conservation and Management) |
| 24 | M.Sc. (Hotel and Hospitality Administration) |
| 25 | M.Sc. (Finance) |
| 26 | Post Graduate Diploma in Hospital & Healthcare Management |
| 27 | Post Graduate Diploma in Food Science & Technology |
| 28 | Post Graduate Diploma Course in Child Rights and Child Protection |
| 29 | B.E. (Mechatronics Engineering)/B.E.(Chemical Engineering) |
| 30 | B.E. (Civil/Mechanical/Electrical/ Computer/IT/Automobile Engineering) |
| 31 | M.E. (All Subject) |
| 32 | M.E.(Mechanical Engineering-Product Design and Development) |
| 33 | M.E.(Mechanical Engineering-Energy System and Management) |
| 34 | M.E.(Electrical Engineering-Power Plan Engineering and Energy Management) |
| 35 | M.E.(Civil Engineering-Construction Engineering and Management) |
| 36 | M.E.(Signal Processing) |
| 37 | M.E.(Advance Communication and Information System) |
| 38 | M.E. (Computer Network and Information Security) |
| 39 | M.E.(Packaging Technology) |
| 40 | M.Arch. in (Urban Design, Project Management, Landscape Architecture, Conservation, Environmental Architecture) |
| 41 | M.Pharm. (All Subject) |
| Interdisciplinary | |
| 42 | M.F.A. (Dance, Music, Painting) |
| 43 | M.F. A. (Movement Science) |

