

10

GREEN AUDIT REPORT 2020-21





PRINCIPAL

Kandivli Education Society's  
B. K. Shroff College of Arts &  
M. H. Shroff College of Commerce  
Bhulabhai Desai Road,  
Kandivli (West), Mumbai-67

2020-21

GREEN AUDIT REPORT

February, 2021

**Prepared For:**

KES Shroff College of Arts and Commerce,  
Bhulabhai Desai Road, Kandivali- 67

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**HEAD  
CRITERIA – VII**  
Institutional Values  
and Best Practices

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## GREEN AUDIT REPORT 2020-21

"The best time to plant a tree was 20 years ago; The next best time is Today"  
- Chinese proverb




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### INDEX

SR.NO	TABLE OF CONTENTS	PAGE NOS.
1.	EXECUTIVE SUMMARY	4
2.	INTRODUCTION	5
3.	OBJECTIVES 3.1 Target areas of green auditing 3.2 About college 3.3 Methodology	5-10
4.	SURVEY 4.1 Survey results for waste management 4.2 Survey results for energy management 4.3 Survey results for carbon footprint	11-19
5.	OBSERVATION	20-32
6.	TREE DIVERSITY	33-35
7.	FAUNAL DIVERSITY	36-40
8.	GREEN INITIATIVES	41-44
9.	SUGGESTIONS AND RECOMMENDATIONS	45

  
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## GREEN AUDIT REPORT 2020-21

### 1. EXECUTIVE SUMMARY

Eco campus is a concept implemented in many educational institutions, all over the world to make them sustainable because of their mass resource utilization and waste discharge in to the environment. Waste minimization plans for the educational institute are now mandatory to maintain the cleanliness of the campus. To find out the environmental performance of the educational institutions and to analyze the possible solutions for converting the educational campus as eco-campus the conduction of Green Auditing of institution is essential. The green auditing of 'Kandivali Education Society's BK Shroff College of Arts and MH Shroff College of Commerce, enables to assess the life style, action and its impact on the environment. This is the first attempt to conduct green auditing of this college campus. This audit was mainly focused on greening indicators like consumption of energy in terms of electricity and fossil fuel, quality of soil and water, vegetation, waste management practices and carbon foot print of the campus etc. Initially a questionnaire survey was conducted to know about the existing resources of the campus and resource consumption pattern of the students and staffs in the college. In order to assess the quality of water and soil, water and soil samples were collected from different locations of the college campus and analyzed for its parameters. Collected data was grouped, tabulated and analyzed. Finally a report pertaining environmental management plan with strength, weakness and suggestion on the environmental issue of campus are documented.





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### 2. INTRODUCTION

Green Audit is a process of systematic identification, quantification, recording, reporting and analysis of components of environmental diversity of various establishments. It aims to analyze environmental practices within and outside of the concerned sites, which will have an impact on the eco-friendly ambience. Green audit can be a useful tool for a college to determine how and where they are using the most energy or water or resources; the college can then consider how to implement changes and make savings. It can create health consciousness and promote environmental awareness, values and ethics. It provides staff and students better understanding of Green impact on campus. If self-enquiry is a natural and necessary outgrowth of a quality education, it could also be stated that institutional self-enquiry is a natural and necessary outgrowth of a quality educational institution. Thus it is imperative that the college evaluate its own contributions toward a sustainable future. As environmental sustainability is becoming an increasingly important issue for the nation, the role of higher educational institutions in relation to environmental sustainability is more prevalent.

The rapid urbanization and economic development at local, regional and global level has led to several environmental and ecological crises. On this background it becomes essential to adopt the system of the Green Campus for the institutes which will lead for sustainable development and at the same time reduce a sizable amount of atmospheric carbon-di-oxide from the environment. The National Assessment and Accreditation Council, New Delhi (NAAC) has made it mandatory that all Higher Educational Institutions should submit an annual Green Audit Report. Moreover, it is part of Corporate Social Responsibility of the Higher Educational Institutions to ensure that they contribute towards the reduction of global warming through Carbon Footprint reduction measures.

### 3. OBJECTIVE:

In recent time, the Green Audit of an institution has been becoming a paramount important for self-assessment of the institution which reflects the role of the institution in mitigating the present environmental problems. The college has been putting efforts to keep our environment clean since its inception. But the auditing of this non-scholastic effort of the college has not been documented. Therefore, the purpose of the present green audit is to identify, quantify, describe and prioritize framework of Environment Sustainability in compliance with the applicable regulations, policies and standards.



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The main aim objectives of this green audit is to assess the environmental quality and the management strategies being implemented in Kandivali Education Society's BK Shroff College of Arts and MH Shroff College of Commerce.

The specific objectives are:

To map the Geographical Location of the college

To monitor the Solar energy consumption by the college

To quantify the liquid and solid waste generation and management plans in the campus.

To assess the carbon foot print of the college

To document the floral and faunal diversity of the college.

To record the meteorological parameter of Mumbai where college is situated.

To impart environment management plans to the college

To assess whether extracurricular activities of the Institution support the collection, recovery, reuse and recycling of solid wastes.

To identify the gap areas and suggest recommendations to improve the Green Campus status of the Kandivali Education Society's BK Shroff College of Arts and MH Shroff College of Commerce.

### 3.1 Target areas of green auditing

Green audit forms part of a resource management process. Although they are individual events, the real value of green audit is the fact that they are carried out, at defined intervals, and their results can illustrate improvement or change over time. Eco-campus concept mainly focuses on the efficient use of energy and water; minimize waste generation or pollution and also economic efficiency.

All these indicators are assessed in the process of "Green Auditing of this educational institute". Eco-campus focuses on the reduction of contribution to emissions, procure a cost effective and secure supply of energy, encourage and enhance energy use conservation, promotes personal action, reduce the institute's energy and water consumption, reduce wastes to landfill, and integrate environmental considerations into all contracts and services considered to have significant environmental impacts. Target areas included in this green auditing are water, energy, waste, green campus and carbon footprint.





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### **Auditing for Energy Management**

Energy conservation is an important aspect of campus sustainability which is also linked with carbon foot print of the campus. Energy auditing deals with the conservation and methods to reduce its consumption related to environmental degradation. It is therefore essential that any environmentally responsible institution examine its energy use practices.

### **Auditing for Waste Management**

Human activities create waste, and it is the way these wastes are handled, stored, collected and disposed of, which can pose risks to the environment and to public health. Pollution from waste is aesthetically displeasing and results in large amounts of litter in our communities which can cause health problems. Solid waste can be divided into three categories: bio-degradable, non-biodegradable and hazardous waste. Bio-degradable wastes includes food wastes, canteen waste, wastes from toilets etc. Non-biodegradable wastes include what is usually thrown away in homes and schools such as plastic, tins and glass bottles etc. Hazardous waste is waste that is likely to be a threat to health or the environment like cleaning chemicals, acids and petrol. Unscientific management of these wastes such as dumping in pits or burning them may cause harmful discharge of contaminants into soil and water supplies, and produce greenhouse gases contributing to global climate change respectively. Special attention should be given to the handling and management of hazardous waste generated in the college. Bio-degradable waste can be effectively utilized for energy generation purposes through anaerobic digestion or can be converted to fertilizer by composting technology. Non-biodegradable waste can be utilized through recycling and reuse. Thus the minimization of solid waste is essential to a sustainable college. The auditor diagnoses the prevailing waste disposal policies and suggests the best way to combat the problems.

### **Auditing for Green Campus Management**

Trees play an important ecological role within the urban environment, as well as support improved public health and provide aesthetic benefits to cities. In one year, a single mature tree will absorb up to 48 pounds of carbon dioxide from the atmosphere, and release it as oxygen. The amount of oxygen released by the trees of the campus is good for the people in the campus. So while you are busy studying and working on earning those good grades, all the trees in campus are also working hard to make the air cleaner for you.



## GREEN AUDIT REPORT 2020-21

### **Auditing for Carbon Footprint**

Burning of fossil fuels (such as petrol) has an impact on the environment through the emission of greenhouse gases into the atmosphere. The most common greenhouse gases are carbon dioxide, water vapour, methane, nitrous oxide and ozone. Of all the greenhouse gases, carbon dioxide is the most prominent greenhouse gas, comprising 402 ppm of the Earth's atmosphere. The release of carbon dioxide gas into the Earth's atmosphere through human activities is commonly known as carbon emissions. Vehicular emission is the main source of carbon emission in the campus, hence to assess the method of transportation that is practiced in the college is important.

### **3.2. About College**

Kandivli Education Society's BK Shroff College Of Arts and MH Shroff College Of Commerce. is an autonomous institute in the suburban region of Mumbai. It is managed by Kandivali education society and is known for offering diploma, degree and post-graduation courses in the fields of arts and commerce. It was established in 1989 and got UGC recognition in 2010. The student strength is approximately 8500.

The various co-curricular activities of the college especially the extension programs provide them with a rare social consciousness that motivates them to reach out to their fellowmen particularly the needy and the marginalized.

### **Vision Statement of the College**

Empowering the youth to build their destiny by moulding their character and respecting their right to learn and power to earn.

### **Mission Statement of the College.**

Educate to sculpt good human beings

To sensitize students on social issues

To promote a healthy academic culture in the faculty





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To make the College a center for a web of activities – academic, social and cultural, a forum for promoting good society

To enable students to contribute positively to the growth and development of the institution as well as of the nation

### **Our Aims & Objectives**

To ensure a high standard of education

To impart value based education with emphasis on self-discipline and character building

To enforce and maintain academic discipline in the campus

To promote a healthy student-teacher relationship

To improve the quality of teaching through evaluation of teachers by students

To reduce the students' dependence on coaching classes

To ensure accountability of the teachers by making them punctual to classroom instruction and by being non-partisan in treating the students

To enrich the students' personality by encouraging their participation in curricular and extracurricular activities

To promote sports culture

To maintain the credibility of the examination system

To ensure transparency and just and fair College administration by avoiding partial or discriminatory treatment of students

To make the College a model institution of excellence in all respects



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### 3.3 Methodology:

The methodology adopted to conduct the Green Audit of the Institution: Kandivali Education Society's BK Shroff College of Arts and MH Shroff College of Commerce had the following components

- **Onsite Visit**

Field visit was conducted by the Green Audit Team of Sanjeevani S3. The key focus of the visit was on assessing the status of the green cover of the Institution, their waste management practices and energy conservation strategies etc. The sample collection (waste) was carried out during the visits. The sample collection, preservation, and analysis were done in the scientific manner as prescribed by the standard procedures.

- **Energy, waste management and Carbon foot print analysis Survey**

With the help of teachers and students, the audit team has assessed the energy consumption pattern and waste generation, disposal and treatment facilities of the college. The monitoring was conducted with a detailed questionnaire survey method.

- **Others :**

Preparation and filling up of questionnaire, physical inspection of the campus, observation and review of the documentation, interviewing key persons and data analysis, measurements and recommendations. Some data have also been taken from the students' research works.



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### 4. SURVEY FORMS (Same questionnaire was used for both Old building and New building)

#### 4.1 Waste Management





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<b>Approximate quantity of waste generated per day (in kg)</b>			
<b>Location: Office</b>			
<b>Weight (In kgs)</b>	<b>Biodegradable</b>	<b>Non-Biodegradable</b>	<b>Auditors remark</b>
<b>Location: Canteen</b>			
<b>Weight (In kgs)</b>	<b>Biodegradable</b>	<b>Non-Biodegradable</b>	<b>Auditors remark</b>
<b>How the waste generated in the college is managed?</b>			
<b>Methods</b>	<b>Yes / No</b>	<b>Auditors remark</b>	
Composting/ Vermicomposting			
Recycling			
Reusing			
Other ways			
<b>Waste generated in the college?</b>			
<b>Type of waste</b>	<b>Weight in kgs</b>	<b>Disposal method</b>	<b>Auditors remark</b>
<b>E-waste</b>			
<b>Bio-medical/ Hazardous/ Sanitary waste</b>			
<b>Garden waste</b>			
<b>Canteen waste</b>			
<b>Dry waste</b>			
<b>Others</b>			
<b>Do you use recycled paper in college?</b>			
<b>Any waste management methods used?</b>			

### RESULTS OF SURVEY:

Table No : Monthly Waste Generation of Old Building



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OLD BUILDING:			WASTE AUDIT DATA (In KGS)		
			Daily	Weekly	Monthly
Sr.No	Category	%			
1.	ORGANICS	0	-	-	-
2.	PAPER	49	5.19	36.33	155.7
3.	PLASTIC	41	4.35	30.45	130.5
4.	OTHERS	4	0.42	2.94	12.6
5.	METALS	2	0.21	1.47	6.3
6.	GLASS	1	0.11	0.77	3.3
7.	E-WASTE	3	0.32	2.24	9.6
TOTAL		100	10.6	74.2	318



Fig No: Waste Audit at Old Building

Table No : Monthly Waste Generation of New Building





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NEW BUILDING:			WASTE AUDIT DATA (In KGS)		
			Daily	Weekly	Monthly
Sr.No	Category	%			
1.	ORGANICS	0%	-	-	-
2.	PAPER	52%	3.37	23.59	101.11
3.	PLASTIC	45%	2.92	20.44	87.6
4.	OTHERS	3%	0.19	1.33	5.7
5.	METALS	0%	-	-	-
6.	GLASS	0%	-	-	-
7.	E-WASTE	0%	-		
TOTAL		100	6.48	45.36	194.41



Fig No: Waste Audit at New Building

### 4.2 Energy Audit:





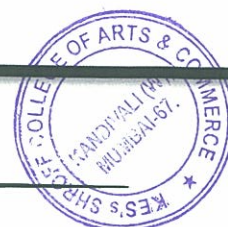
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RESULTS OF SURVEY :

Table No: Floor wise energy consumption: Old building

Floor wise energy consumption						
Floor:						
Sr. No	Equipment	No of units	Location	Wattage	Usage per day (Hrs)	Energy consumption (KWh)
Energy consumption						

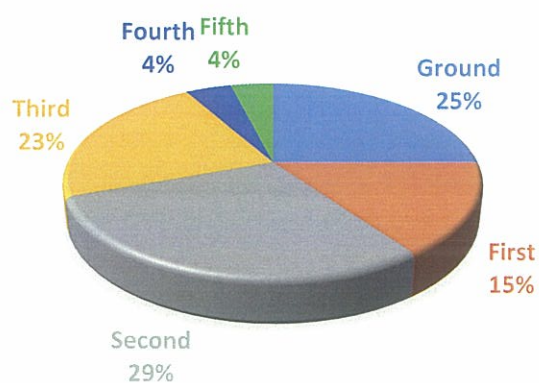
Equipment demand for electricity.		
High electric demand equipment's.	Power consumption per day (KWh)	Percentage of electricity consumed
LED lights		
Other lights		
Fans		
A/C		
TV/CCTV		
Computer/ Printer		
Kitchen appliances		



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Floor	Energy consumption (KWh)
Ground	134.63
First	82.648
Second	158.14
Third	121.83
Fourth	23.52
Fifth	21.49
<b>Total</b>	<b>542.25</b>

### ENERGY CONSUMPTION (KWH)



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Diagram No 1 : Electricity consumption per day total floors of Old Building

Table No: Floor wise energy consumption: New building

Floor	Energy consumption (KWh)
Ground	142.07
First	243.144
Second	171.756
Third	66.19
Fourth	157.058
Fifth	84.09
Sixth	197.27
<b>Total</b>	<b>1061.578</b>





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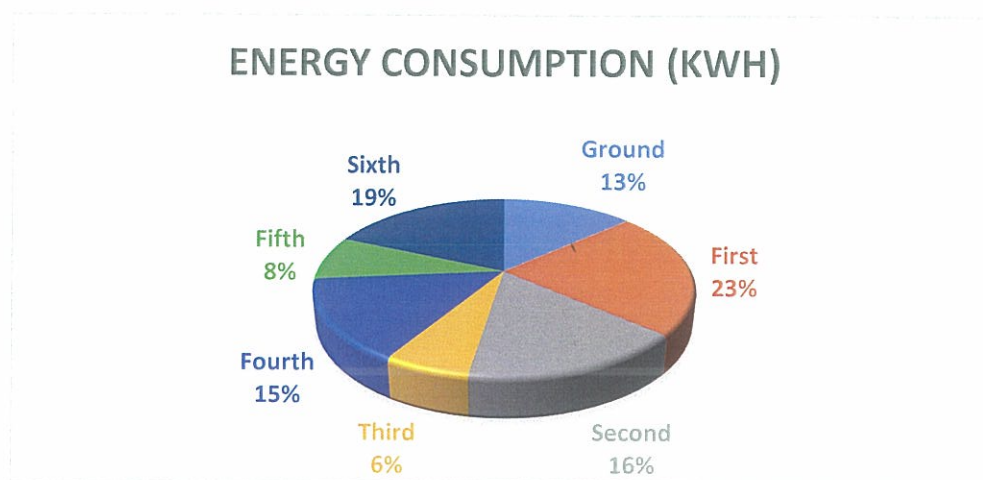


Diagram No 2: Electricity consumption per day total floors of Old Building

High electric demand equipment's.	Old Building		New Building	
	Energy consumption per day (KWh)	Percentage of electricity consumed	Energy consumption per day (KWh)	Percentage of electricity consumed
LED lights	38.64	3.10%	157.5	15.24%
Other lights	123.2	9.87%	0	0
Fans	254	20.35%	82.42	7.98%
A/C	193.2	15.48%	204	19.74%
TV/CCTV	0	0	2.50	0.24%
Computer/Printer	609	48.80%	468	45.30%

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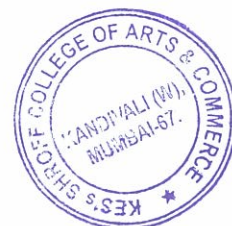
<b>Kitchen appliances</b>	29.7	2.38%	118.8	11.50%

### 4.3 Carbon Foot Print Analysis:

Carbon footprint data							
Name	Teaching or Non-teaching staff	Vehicles used(Yes / No)	Whether he/she uses a cycle	Whether he/she uses two wheeler (yes/No) (average distance travelled and quantity of fuel and amount used per day)	Whether he/she uses a car (average distance travelled and quantity of fuel and amount used per day)	Whether he/she uses a public transportation, if yes no.of transports used	Whether he/she uses college conveyance


### RESULTS OF SURVEY:

- Total number of vehicles used by the stakeholders : 23
- Number of cycles used : 0





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- No: of two wheelers used : 17  
 Average distance travelled : 9.37 km  
 Average quantity of fuel used : 0.4 Ltr
- No: of cars used : 6  
 Average distance travelled : 121 km/6 = 20.16 km  
 Average quantity of fuel used : 1 Ltr & 2.6kgs of CNG
- No: of persons using public transportation : 45

Globally, the average carbon footprint per person is closer to 4 tons. To have the best chance of avoiding a 2°C rise in global temperatures, the average global carbon footprint per year needs to drop under 2 tons by 2050. India is the third-largest emitter of greenhouse gases and accounts for 2.46 billion metric tonnes of carbon or 6.8% of the total global emissions-with 0.19 tonne per capita among the poor and 1.32 tonne among the rich. Transport can be one of the largest segments of an individual's carbon footprint, on an average it is 29%; KES produces 0.168 Tons/person/year at individual level which is very good in comparison to both Indian and global scenario.

Full Name	Staff Type	Own Vehicle used to reach college	Whether you used cycle to reach college	Whether you use two wheeler to reach college	If yes then total distance travelled in km	If yes then quantity of fuel used per day	Whether you use car wheeler to reach college	If yes then average distance travelled (home to college and college to home)	If yes then quantity of fuel used per day	Whether you use a public transportation	If yes then how many
Arti Gadhre	Teaching	no	No	No	-	-	No	-	-	Yes	1
Dhanraj Ramesh Premier	Teaching	no	No	No	NA	NA	No	NA	NA	Yes	1
Florence Noshi Christian	Teaching	no	No	No	30	na	No	NA	NA	Yes	2
Anita Bhasin	Teaching	no	No	No	NA	NA	No	NA	0	No	1
Dr. Mahesh Lavate	Teaching	yes	No	No	75	5 kg CNG	Yes	75km	5kg CNG	No	1
Hiren Gohil	Teaching	no	No	No	NA	NA	No	NA	NA	No	2
Nishant Pundarikant Modi	Teaching	yes	No	Yes	10 kms	0.3 ltr	No	NA	NA	No	1
Masoj Singh	Teaching	no	No	No	NA	NA	No	NA	NA	Yes	1
Vidhi Rajora	Teaching	no	No	No	NA	NA	No	NA	NA	Yes	NA
Jayshri Jayraj Lokhande	Teaching	yes	No	Yes	8 km	0.5 liter	No	NA	NA	Yes	1
Jigna Ankur Vyas	Teaching	no	No	No	NA	NA	No	NA	NA	No	1
Dr. Megha Sharmu	Teaching	yes	No	Yes	7km	1.75 litre	No	NA	NA	No	NA
Charushree Shah	Teaching	no	No	No	NA	NA	No	NA	NA	Yes	NA
Ranjana Yavagal	Teaching	yes	No	No	NA	NA	Yes	8 kms	1 litre petrol	No	1
Dr. Bhoojraj Yashwant Shewale	Teaching	no	No	No	NA	NA	No	NA	NA	Yes	NA
Dr. A. Madhavi	Teaching	no	No	No	NA	NA	No	NA	Bo	Yes	NA
Dr. Vandana Eswarnani	Teaching	no	No	No	NA	NA	No	NA	NA	Yes	NA
Smrjay Dhanraj Deore	Teaching	yes	No	Yes	10 km	0.5 liter	Yes	10km	1 liter	No	1
Nandini katti	Teaching	no	No	No	NA	NA	No	NA	NS	Yes	NA
Malvika Khajuria	Teaching	no	No	No	4 km	CNG	No	4 km	Don't know	Yes	1
Samita Setugata	Teaching	no	No	No	NA	NA	Yes	6km	1lit approx	No	1
Dr. Susmita Sovani	Teaching	yes	No	No	NA	NA	No	NA	NA	No	NA
Riddhi Shah	Teaching	no	No	No	NA	NA	No	NA	NA	No	NA
Dr. Sangeeta Unadkat	Teaching	no	No	No	NA	NA	No	NA	NA	No	NA
Avinash Singh	Teaching	yes	No	Yes	9Km	1 litre	No	NA	NA	No	NA
Vaishali Ojha	Non-Teaching	yes	No	Yes	5 km	1.4 ltr	No	NA	NA	No	NA
Rajkumar Gupta	Teaching	no	No	No	NA	NA	No	NA	NA	Yes	NA
Dr. Alka Wadhawan	Teaching	no	No	No	Not applicable	NA	No	NA	Not applicable	Yes	3
Samrat Srivastava	Teaching	yes	Yes	Yes	2	200ml	No	NA	NA	No	
Mrinalla Agarwal	Teaching	no	No	No	NA	NA	No	NA	NA	Yes	
Shobhit Malwadia	Non-Teaching	no	No	No	NA	NA	No	NA	NA	Yes	
Hasti Shah	Non-Teaching	no	No	No	NA	NA	No	NA	NA	Yes	
NEE BHARAT PANCHAL	Non-Teaching	yes	No	Yes	10	0.3 litres	No	NA	NA	Yes	
Devanshi Upadhyay	Non-Teaching	no	No	No	NA	NA	No	NA	NA	Yes	
Medhavi bali Chakraborty	Teaching	yes	No	No	NA	NA	Yes	10	2	No	2
DR. VAIBHAV R. ASHAR	Teaching	yes	No	No	NA	NA	Yes	8 KM	1 LTR	No	1
Manish Singh	Teaching	no	No	No	NA	NA	No	NA	NA	Yes	
DEVANO KAUSHIK THAKAR	Teaching	no	No	No	NA	NA	No	NA	NA	Yes	
Nicole Pereira	Teaching	no	No	No	NA	NA	No	NA	NA	Yes	
Ganga Susheel Warrier	Teaching	no	No	No	NA	NA	No	NA	NA	Yes	
Vikas Mishra	Teaching	no	No	No	NA	NA	No	NA	NA	Yes	
Chetan Devanshik Bose	Teaching	no	No	No	NA	NA	No	NA	NA	Yes	NA
Harsland Santosh Pore	Teaching	yes	No	Yes	3 kilometres one way	1 ltr	No	NA	NA	No	
Blessy Easo	Teaching	no	No	No	NA	NA	No	NA	NA	Yes	1
Manish Singh	Teaching	no	No	No	NA	NA	No	NA	NA	Yes	1
Anahita Singh	Teaching	yes	No	Yes	12 km	400 ml	No	NA	NA	No	
DR. VISHESH SHRIVASTAVA	Teaching	no	No	No	NA	NA	No	NA	NA	Yes	1
MRUNALI SATISH SAWANT	Teaching	yes	No	Yes	10	half	No	NA	NA	Yes	2
Ganga Susheel Warrier	Teaching	yes	Yes	Yes	14 km	Approx 2.5 ltr	No	NA	NA	No	
Sweeta Mishra	Teaching	no	No	No	NA	NA	No	NA	NA	Yes	NA
Dr. Sanjay Kumar Mishra	Teaching	no	No	No	NA	NA	No	NA	NA	Yes	1
Rajshree Daldane	Teaching	no	No	No	NA	NA	No	NA	NA	Yes	1
Aishla Shah	Teaching	no	No	No	NA	NA	No	NA	NA	Yes	1
Surya Ramesh Chatterjee	Teaching	yes	No	Yes	20km	1	No	NA	NA	Yes	1
Prachi Dave	Teaching	yes	No	Yes	7km	1ltr	No	NA	NA	Yes	1
Yogendra Dinesh Mandaliya	Teaching	yes	No	Yes	8	1ltr	No	NA	NA	No	
Dr. Prakash yugure	Teaching	yes	No	Yes	6	1.2	No	NA	NA	No	
Kinnari Shah	Teaching	no	No	No	NA	NA	No	NA	NA	No	
Mary Pallai	Teaching	no	No	No	NA	NA	No	NA	NA	No	NA
Simran kaur Bhatjee	Teaching	no	No	No	NA	NA	No	NA	NA	No	NA
Alisha Shah	Teaching	no	No	No	NA	NA	No	NA	NA	Yes	2
Dr. Sangeeta Unadkat	Teaching	no	No	No	NA	NA	No	NA	NA	Yes	1
Prati Vrinda Shambhug	Teaching	no	No	No	NA	NA	No	NA	NA	Yes	
Dr. Bhoojraj Yashwant Shewale	Teaching	no	No	No	NA	NA	No	NA	NA	Yes	
Prof. Dattu Kajale	Teaching	no	No	No	NA	NA	No	NA	NA	NA	
Vrushali Kadam-Panchal	Teaching	no	No	No	NA	NA	No	NA	NA	NA	
Dr. A. Madhavi	Teaching	no	No	No	NA	NA	No	NA	NA	NA	
Pooja Parab	Teaching	no	No	No	NA	NA	No	NA	NA	NA	
Dinesh Navnath Kare	Non-Teaching	no	No	No	NA	NA	No	NA	NA	NA	
SANTOSH BAJIRAO DHOTRE	Non-Teaching	no	No	No	NA	NA	No	NA	NA	NA	
Trupti Ramesh Chatterjee	Non-Teaching	yes	No	Yes	11km	1ltr	No	NA	NA	NA	
Akshay Mishra	Teaching	no	No	No	NA	NA	No	NA	NA	NA	
Raghu Nambiar	Teaching	no	No	No	NA	NA	No	NA	NA	NA	
Pankaj Ashok Chaturvedi	Teaching	no	No	No	NA	NA	No	NA	NA	NA	

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