



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

HIRWAL EDUCATION TRUST'S COLLEGE OF SCIENCE(COMPUTER SCIENCE AND INFORMATION TECHNOLOGY)

**MUMBAI-GOA HIGHWAY, BEHIND DHARIA PETROL PUMP, AT-
CHAMBHARKHIND, TAL.- MAHAD, DIST.- RAIGAD 402301.
402301**

<https://hirwaleducationtrust.com>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Hirwal Education Trust's College of Science(Computer Science and Information Technology) is an affiliated institute of the University of Mumbai. The college is a self-financial institution. The college was accredited Grade "B" by the NAAC in its first cycle in 2019. This is a testament to our commitment to providing our students with a world-class education that aligns with our motto, vision, and mission.

HET CSCSIT is located in the historic city of Mahad, which is rich in cultural heritage, is the Karmabhoomi of Bharat Ratna Dr. Babasaheb Ambedkar, and is well connected with public transport. The college currently has approximately three hundred twenty-eight students enrolled in four undergraduate programs, namely: B.Sc. (Chemistry), B.M.S. (Finance, HR, and Marketing), B.Sc.IT (Information Technology), and B.Sc.CS (Computer Science).

Hirwal Education Trust's College of Science(Computer Science and Information Technology) was established in 2009 with a mission to provide quality, job oriented and affordable education to our rural students. Our College is affiliated to the one of the renowned University in India, University of Mumbai and offers BSc.IT, B.Sc.CS, BMS courses as professional courses and B.Sc courses as traditional courses along with various skill and academic additional courses. Though starting these professional courses in rural region was very challenging, the visionary approach and vigor of the Management, made it possible. With the help of our programs, we try to inculcate confidence and contribute to the development of students' personality. . With a great synergy, the Management, Principal and teachers of CSCSIT are moulding the students into competent and responsible youth ready to face any global challenge. Our commitment to education extends beyond classrooms, encouraging students to engage in extra-curricular activities, cultural, social, and sports events on our premises for holistic student development.

In the future, we plan to initiate numerous, varied, university-affiliated academic and skill-based courses for our students to provide them with a choice of studying as per their requirements. We also plan to provide the best facilities and state-of-the-art setup for the same.

Vision

Empowerment of students for social entrepreneurship and vocational skills.

Mission

- To provide educational facilities for innovative thoughts and creativity.
- To inculcate auto-didactic skills among students through projects.
- To encourage community driven activities by involvement of all stakeholders for overall lifestyle development of society in Mahad.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Highly motivated governing body with a vision to build a global Konkan.
- Transparent governance and decentralized administration.
- The curriculum is enhanced through ICT, library, e-books, research, and efficient teaching and nonteaching staff. Teachers arrange and participate in workshops, seminars, and FDPs.
- The curriculum is being enhanced with guest lectures and expert personalities presenting updated knowledge.
- CSCSIT provides a modern, comfortable, and functional learning environment that caters to the diverse needs of students, faculty, and staff through state-of-the-art infrastructure.
- CSCSIT College's prime location along the highway offers easy accessibility for students and faculty, ensuring a stress-free journey via car, bus, or other transportation modes.
- The college campus's architecture incorporates ventilation, broader stairs, and an abundance of greenery to create a lively, sustainable atmosphere.
- The campus buildings are equipped with energy-efficient equipment, big windows, skylights, rainwater harvesting, and other sustainable design elements.
- Our students are well-disciplined, eager to learn, and participate in flagship programs which are difficult to access in rural areas.
- The college's strength is in teaching and learning, as evidenced by the numerous departments' above 85 % success rates.
- CCTV in various locations throughout the college's campus.
- College campus has ample washroom, restrooms for teachers, students, and boys and girls in campus.
- A good number of research papers are published by the faculties and students in peer reviewed journals.
- Spacious separate chemistry labs, Computer Lab, Zoology Lab Botany lab to explore practical knowledge
- Short Term Certificate course, skill based courses provided to the learner.
- Academic flexibility given to the learner through UG program and Skill Based/Career Oriented Short-Term Certificate Courses.

Institutional Weakness

- Economically weaker society.
- Public Interface: For CSCSIT research, scholarships, and promotion from socially aware sponsors, there are no grants, money, or other financial aid choices available.
- Most students who learned regional languages found it challenging to communicate verbally and in writing..
- Unreliable transport facilities are causing a significant decrease in punctuality and attendance among rural students.
- Research activity: Few research articles in the UGC Care List have been published.
- .Guidance for Competitive Exam- The focus is on providing guidance for learners who lack facilities for preparing for competitive or entrance exams.
- Scholarship Support : HET CSCSIT's students are not receiving government scholarships, prompting the organization of awareness camps to provide scholarship support.

Institutional Opportunity

- Identifying, nurturing, and supporting the potential talents of students can significantly contribute to the overall development and progress of society.
- The presence of industries and businesses in a vicinity can significantly impact employment opportunities, contributing to economic growth and community development
- Fair scope to get best college award, Best NSS unit award from University of Mumbai and NGO.
- The Trust is making significant efforts to establish a global Konkan that ensures opportunities for education and placement.
- . CSCSIT has the opportunity to establish a Post Graduate section in various disciplines.
- To establish incubation Centre to promote research activities.

Institutional Challenge

- Lack of knowledge regarding professional courses in Mahadkar.
- CSCSIT, an unaided self-financed institution, faces significant challenges in managing expenses due to its unaided nature.
- The majority of people with professional degrees want to work in corporate settings, which makes it difficult to find qualified faculty.
- Limitations to provide value based and add-on courses to the students due to unaffordability to pay fees.
- Modern-e-governance is a challenge task that requires the upgrading of ICT to keep up with advancements.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

1.1.1 HEI includes 20 means/ majors for effective curriculum planning and effective curriculum delivery such as preparing academic plan, time table, lesson plan, offline lecture, online lecture, notes delivery, remedial class, peer learning, mentor mentee system, defaulter list preparation, parents meeting, cross cutting issues industrial visit and students are encouraged to participate in inter collegiate competition. Teachers take part in faculty enrichment programs and workshops as a way to enhance curriculum preparation and implementation.

1.2.1 Total 24 SWAYAM Based courses were carried out online, examinations were carried out successfully and students were awarded with e-certificate. Some of the courses are as, Fundamentals of Computer system, Big data Computing, E-Commerce Technologies, Personality Development and communication skills, Analytical chemistry, Ecology and Environment and so on. These add on courses help to improve the abilities of students, extend the knowledge of students and definitely advance the career of students. These extra courses not only help the students to gain competence but also ensure that they build a well-rounded understanding of numerous topics based on the curriculum.

1.2.2. 33.99% students were enrolled and successfully completed certificate courses.

1.3.1 The curriculum effectively integrates cross-cutting issues relevant to gender, environment and sustainability, human values, and professional ethics and leads to a strong value-based holistic development of students. Total **20** sessions on cross cutting issues organized for Science, IT, CS, BMS students and **169** benefited.

1.3.2 The college employs a learning-by-doing approach, assigning project work to students, who then complete and submit the work to their respective departments, is part of this approach. Out of total enrollment, **86.45 %** students participated in project work.

1.4.1 The college has a systematic online feedback mechanism where feedback is collected from stakeholders like students, parents, employers, and alumni. During the academic period, semester-wise feedback collected from students, parents, employers, and teaching and non-teaching staff analyze it and present summary report to the Principal and chief advisory of the HEI. After interpreting the report, appropriate action is taken by Principal and necessary changes are implemented. The action-taken report was uploaded to the HEI website.

Teaching-learning and Evaluation

2.1.1 During the last five years **33.62%** of seat, i.e 464 seats filled against 1380 sanctioned seat.

2.1.2 During the last five years **44.44%** of seat filled against reserved category.

2.2.1. Student – Teacher Ratio during the latest completed academic year was **13:1**. The bench mark is 20: 1. The HEI cross the bar of bench mark. It means HEI is very keen on curriculum delivery, teaching learning and evaluation.

2.3.1 The College has a strong ICT infrastructure to promote effective teaching and learning environment. To improve learning experiences and make the teaching-learning process more student-centric, faculty members use a variety of experiential learning, participatory learning, and problem-solving techniques.

The faculty practices problem-solving methods that enhance students' critical thinking and real-world problem application through curriculum assignments, case studies, illustrations, source code writing, and project development using new technologies, thereby improving their analytical skills. The curriculum includes laboratory sessions to give students practical experience with concepts learned in the classroom.

2.4.1 The institute filled **100%** of faculties against sanctioned posts. The faculties are well experienced, young and dedicated, full of potential to achieve higher academic growth.

2.4.2 HEI has **7.59 %** faculties with in NET /SET/Phd. Qualification. Total 2 faculties cleared NET/SET.

2.5.2 The college is committed to implementing changes in line with University of Mumbai policies, employing an open method for both internal and external evaluation and implementing a time-bound and efficient grievance redressal system The continuous internal evaluation of students is conducted using innovative techniques such as presentations, debates, case studies, street play, field visits, projects, and research papers.

2.6.1 The program outcomes and course outcomes are appropriately evaluated by the institution. The institute

evaluates the specific programming outcomes through a summative assessment procedure. Both direct and indirect approaches are used to assess the outcomes. The institute assesses the results using a variety of techniques, such as internal mark analysis, semester result analysis, feedback systems, and students' performance in co-curricular and extracurricular activities at the intra-collegiate, inter-collegiate, and university levels. Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are prepared and displayed on the institutional Website.

2.6.2 The Attainment of POs and COs is evaluated through direct and indirect methods.

2.6.3 Pass percentage of Students who passed the university examination during the last five years is **87.81%**. The attainment of PO is about 90%, means HEI is best at curriculum delivery, teaching leaning and evaluation process along with holistic development of students.

Research, Innovations and Extension

The Institution's academic activities are centered around research, innovation, and extension.

3.1.1 The HEI has received a grant worth of Rs.1, 00,500 research fund from one of the non-governmental organization for research projects.

3.2.1 The college serves as an incubation center, providing resources and support for students to develop skills in various areas such as stage presentation, personality development, research, nature conference, curriculum and holistic development.

3.2.2 In the past five years, HEI has held 9 lecture series on reseach methodology, 2 workshops, 2 seminars, 1 multidisciplinary on current trend conference on and information on IPR, entrepreneurship, and research methods.

3.3.1 One faculty member of the HEI published research papers in UGC CARE list during the last five years.

3.3.2. The faculty members and student of the HEI published in all **80** research papers during the last five years.

3.4.2 Throughout the last five years, the college has received a total of **six awards and recognitions** for its extension operations like blood donation, environmental friendly practices on campus, an environmental awareness program beyond the campus, and promoting awareness and substantiality beyond the campus, clean and green campus award from NGO and government bodies like the Rotary Club and Gram Panchayat, Quality Care Alliances (ISO).

3.4.3 The National Social Service Scheme (NSS) and the Department of Lifelong Learning and Extension (DLLE) are significant committees at a college. The NSS Unit is primarily responsible for carrying out the awareness program and on-the-ground physical activities, which are encouraged by the government and local administration., while DLLE fosters lifelong learning and charitable work. The NSS and DLLE units focus on social care, literacy, health, and the upskilling program. The college also promotes environmental conservation through tree plantations and awareness seminars. Volunteers participate in upliftment activities, such as festivals and donation drives, and encourage tree planting. Total **65** extension and outreach programs conducted

by the institution through organized forums, including NSS, DLLE, and WDC in the neighborhood community, sensitizing students to social issues for their holistic development during the last five years.

3.5.1 During the assessment period, HEI signed **total 26** MoUs, with **13** institution/ **7** NGO/ **6** Industries for Faculty, Internship, outreach and extension activities and Field trip, seminar, online certificate course.

Infrastructure and Learning Resources

4.1.1 The college has a robust infrastructure, covering 2330.87 square meters on a 6728.80 square meter campus. The physical infrastructure, which includes classrooms, labs, a library, and computer labs, is sufficient to meet every student's academic demands. The staff room at HEI is a room set aside specifically for the teachers to give them an effective workspace. HEI has principal cabin, administration office, spacious corridors, meeting – conference room, waiting lounge, Examination room, ICT based office area with laptops, desktops, printing machines, and Xerox machine, to support administration system. HEI offers physical facilities and structures for extension activities, including NSS, DLLE, Seminar Hall, gymkhana, play areas, playground, canteen, NAAC room, and IQAC activities. It provides special arrangements for disabled's, including ramps, wheel chairs, and braille software. College has **1** seminar hall with **100** seating capacity for organization of programs, workshop, seminar etc. General amenities such as floor wise boys and girls washrooms, common rooms for students, first aid room, secured entrance, **9** CCTV surveillance, **4** fire extinguisher system, **2** water purifier, **1** Bio meter machine, **1** sanitary napkin vending machine, water purifier **2**.

4.1.2 The college has spent a total of **Rs. 6.5** lakh for infrastructure development and augmentation. Overall, **7.76%** of expenditure was spent for infrastructure development and augmentation, excluding salary, during the last five years.

4.2.1 The HEI Library provides knowledge and information through books, journals, encyclopedias, e-resources, databases, newspapers, and audio-videos. The college has an automated library with an open-source library management system (KOHA). The library subscribes to NBT Book Club. Library also has membership in free resources like E-journals, E-shodhSindhu, Shodhganga Membership, E-books, Database, Remote access to e-resources. CSCSIT library also has a dedicated e-facility area with **4** PCs for students, teachers and researchers.

The college has spent **3.35** lakhs for the purchase of books.

4.3.1 HEI has **11** ICT enabled classrooms (10 projector + 1 smart TV classroom and 6 laboratories such as 2 computer lab, 1 chemistry lab, 1 Biology lab, 1 Zoology Lab, Physics Lab. Internet service **50 MBPS 32 MBPS** (Specially for computer lab) College has Power Backups facility, UPS 10 KVA. College has upgraded its institutional website- hirwaleducationtrust@rediffmail.com.

4.3.2 There are **75** computers exclusively for students with ratio **3:1** student: computers

4.4.1 The College has total expenditure **16.49 lakhs** on maintenance of physical and academic support facilities.

Student Support and Progression

5.1.1 Government and non-government scholarships have been made available by the college to qualified students. Over the past five years, government scholarships have been awarded to **115** students. **9.48%** of students have benefited from free scholarships given by governmental and non-governmental organizations over the past five years.

5.1.2 The college regularly organizes various co-curricular courses, including soft skills, life skills, ICT skills, and other subjects to enhance and improve learning outcome, .during the 5 years college organized **1** soft skill program, language and communication skill courses, **31** seminar/ workshops on Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills organized, **3** Awareness of trends in technology.

5.1.3. The institution has organized activities to provide guidance for competitive exams and career counseling. Over the past five years, **55.88%** of students have benefited from guidance for competitive examinations and career counseling. A total of **699** students attended and benefited.

5.1.4 The institution has a transparent mechanism for resolving student grievances, including sexual harassment and ragging cases, promptly. During the assessment 4 grievances of the students resolved and no sexual harassment and ragging complaints received.

5.2.1 Over the past five years, a 64.35% percentage of outgoing students have been placed and progressed to higher education. Total **191** students out of **317**, outgoing students were placed and progressed to higher education during the last five years. **111** students progressed to higher education, **80** students being placed in prestigious organizations.

5.2.2.One of our student qualified civil (Agnipat) examination and joined Indian army.

5.3.1 Student won one medal in the **Inter Collegiate Athletic Tournament** organized by the University of Mumbai for outstanding performance in sports.

5.3.2 The HEI has hosted **153** sports /cultural events and competitions during the past five years, in which **30.6%** of the students of the institute have taken part.

5.4.1 The college has a proactive Alumni Association, registered on December 13, 2018. Registration No. is Maharashtra 567/2018/Raigad. They always provide helping hand to share positive gesture with HEI in form of kinds. In these five years, Our alumni have donated books, printers, refrigerators, smart TVs, handicap chairs, dustbins, mini projectors, and printers to the college for development.

Governance, Leadership and Management

6.1.1 Hirwal Education Trust, established by Indian freedom fighter Late Mohan Dharia, is managed by Mr. Kishor Dharia. Operating under decentralization principles, the trust aims to empower students with social entrepreneurship and vocational skills that reflect in its vision and mission statement. The institute plans for short-term excellence in curriculum, teaching, research, and progression, while long-term plans focus on infrastructure expansion, advanced technology, ICT, and smart classrooms.

6.2. Institutional short- and long-term perspective plans are effectively deployed, ensuring efficient functioning of bodies through policies, administrative set-up, appointments, service rules, and procedures such as CDC, Add-On Certificate Policy, Code of Conduct, and more.

6.2.2 The Higher Education Institutions (HEI) have implemented e-governance to improve transparency, streamline procedures, and efficiently utilize resources. Digital platforms like email, WhatsApp, and Zoom meetings are used for communication with universities and authorities. HEI information about student enrollment, caste, classification, outcome, and placement, faculty information, and courses uploaded on <https://aishe.gov.in/aishe/home>, the university portal <https://mu.ac.in/statistical-unit> and <https://dhemis.maharashtra.gov.in/> The institute utilizes Tally 9 software for recording income and expenses and Koha for managing library functions..

6.3.1 The IQAC evaluates faculty performance in various areas, with the principal communicating this assessment to management and the chief advisor. The HEI provides various welfare facilities like PF, travel allowance, duty leave, medical leave, and faculty empowerment workshops.

6.3.2 **20.25 %** Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years.

6.3.3. **47.37%** Percentage of teaching and non-teaching staff participating in (FDP) professional development programs during the last five years.

6.4.1. The HEI deploys a strategic approach to maximize resource utilization and promote academics, ICT facilities, library facilities, laboratory equipment, staff salaries, and student welfare.

6.5.1 IQAC oversees NAAC's teaching process, offering remedial classes, courses, workshops, seminars, guest lectures, field visits, mentor-mentee interactions, and peer learning to enhance students' academic performance as well as assess the institution's qualitative development.

6.5.2 Quality assurance initiatives of the institution include: **AAA**, Green Audit Report, Environmental Audit Report , Energy Audit Report, Waste Management Audit Report, Quality Audit Report and organise online workshop on NIRF.

Institutional Values and Best Practices

7.1.1 The college conducted 19 gender equity and sensitization activities during the assessment period, promoting gender equality among girls and boys through Women Development Cell and NSS activities. These included seminars on gender equity, hygiene, health care, empowerment, awareness, and PCOS/PCOD prevention.

7.1.2. The Institute initially prioritizes energy conservation, using LED lights in all classrooms and educating students about the importance of conserving energy. Classrooms are designed to allow direct sunlight in, and students are encouraged to switch off lights and fans whenever not in use..

The college is committed to a sustainable campus by recycling and managing waste, promoting water conservation through awareness campaigns and a rainwater harvesting system, and reducing plastic waste through banning single-use plastics and promoting cloth and paper bag usage.

7.1.3 The College has conducted Green, Energy audit, Environment Audits, Waste Management Report, and Quality Management System. The HEI is actively involved in environmental promotion and sustainable activities beyond its campus like Swachhata Abhiyan, - Road Restoration, Paper/Cloth Bag Making, Relief to Flood and many more.

7.1.4 The institution believes in the equality of all cultures and traditions and encourages students from various castes, religions, and regions to learn without prejudice. It also hosts inspirational talks by renowned experts to help students grow holistically and become responsible citizens and it also celebrates cultural and regional festivals.

7.2.1

Best practice 1 :Cleanliness Activity at Veer Adivasi Wadi: The NSS department of HET's CSCSIT decided to give a unique Diwali gift to the tribal area of Veer Adivasi Wadi with the help of Yuva Asmita Foundation. 35 NSS Volunteers painted 10 houses of the Adivasi people and clean the surrounding area of the houses.

Best practice 2 :Festival celebration with special children (Divyangajan) AT MUKTANGAN SCHOOL: NSS unit HEI organized a Dahihandi celebration and Diya Decoration Activity for special children at Mukatangan Primary School.

7.3.1 The HEI distinction offers professional skill-based education, a spacious campus surrounded by peaceful nature, multidisciplinary professional courses, maintenance of a green campus, fee installation, and many more.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Hirwal Education Trust's College of Science(Computer Science and Information Technology)
Address	Mumbai-Goa Highway,Behind Dharia Petrol Pump, At-Chambharkhind, Tal.- Mahad, Dist.- Raigad 402301.
City	Mahad
State	Maharashtra
Pin	402301
Website	https://hirwaleducationtrust.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Sudesh N. Kadam	02145-222057	8308379867	-	hirwaleducationtrust@rediffmail.com
IQAC / CIQA coordinator	Jyothi Vasantha Poojary	-	9011768522	-	sonapjry@rediffmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition

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

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Mumbai-Goa Highway,Behind Dharia Petrol Pump, At-Chambharkhind, Tal.- Mahad, Dist.- Raigad 402301.	Rural	1.662722	2330.87

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Science,	36	Class XII Science	English	360	87
UG	BSc,Computer Science,	36	Class XII Science	English	180	37
UG	BSc,Information Technology,	36	Class XII Science	English	180	109
UG	BMS,Management Studies,	36	Class XII	English	180	94

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				24			
Recruited	0	0	0	0	0	0	0	0	7	17	0	24
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	6	3	0	9
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	0	2	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	2	0	5
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	9	0	12
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	6	0	7
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	169	0	0	0	169
	Female	158	0	0	0	158
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	115	0	0	0	115
	Female	136	0	0	0	136
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	7	4	2	3
	Female	13	11	7	5
	Others	0	0	0	0
ST	Male	1	0	0	0
	Female	0	0	1	2
	Others	0	0	0	0
OBC	Male	19	8	10	12
	Female	19	20	15	23
	Others	0	0	0	0
General	Male	102	119	103	120
	Female	72	81	92	94
	Others	0	0	0	0
Others	Male	7	6	4	7
	Female	2	4	7	7
	Others	0	0	0	0
Total		242	253	241	273

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The National Education Policy aims to provide high-quality education for global citizens. The university has initiated discussions on principles like diversity, pedagogy, and technological advancements. The university organized workshop to discuss on NEP 2020 implementation and multidisciplinary/interdisciplinary. The university has introduced new interdisciplinary centers, Choice Based Credit System, and interdisciplinary classes to promote holistic academic growth. The council supports students in choosing optional courses and is actively working towards implementing the guidelines outlined in the NEP. The university has introduced an Inter-disciplinary curriculum to promote holistic</p>
---	---

	<p>academic growth by allowing students to select their preferred programs from the institution's range. The college is redesigned to include multidisciplinary/interdisciplinary courses as electives, adopting the University of Mumbai's policy for student flexibility and implementing guidelines in the NEP. The initiative took by institute are- organizing seminar on NEP 2020 implementation at college level. Motivating the faculties to participated workshop on NEP 2020 organized by other Institute. Currently, our Institute offers Career Kata courses, SWAYAM Courses, YouTube Lecture Series which offers certificate courses and add-on courses from multi-disciplines/ inter-disciplines, and students are given the flexibility to choose the course based on their interest area from various disciplines. Along with this, students are given the freedom to participate in various activities organized by faculty other than their departments.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The HET's CSCSIT, affiliated with the University of Mumbai, follows a choice-based credit system for all programs. The implementation of the Academic Bank of Credits will be institutionalized, with specific credits for each course. The college maintains these credits and uploads them on the University Portal after semester results. The Department of Examination and Evaluation Board preserves the Academic Bank of Credits and provides technical support. The stored ABC can be used for credit transfer of students who wants to get the benefit of multiple entries and multiple exits as expected in NEP. The college completed the registration process of students officially on the ABC portal after receiving guidelines from the University of Mumbai.</p>
<p>3. Skill development:</p>	<p>The goal of the HET's CSCSIT is to prepare students with the skills needed in the modern era. To improve students' employability, soft skills, and communication skills, the institute signed an MOU with Career Kata, which is promoted by the Maharashtra State Higher and Technical Department and the Maharashtra Information Center, under which the students will receive various add-on courses, certificates, and competition exam preparation training. Institute introduced SWAYAM content based certificate courses thought by in house and MOU Institute, YouTube Lecture Series. In 2019-20 , 4 institute level certificate introduced, in 2022-23, 2</p>

	<p>career kata courses, 24 swayam content based certificate course and 5 YouTube lecture series based diploma course has been introduced to promote technical skills, soft skills, and employability among students. The affiliating university has also introduced skill based syllabi of core papers viz—communication Skills in English and Business Communication, soft skill Technical communication skill at the UG level .</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The National Education Policy 2020 aims to restructure India's education system, focusing on the Indian Knowledge System as a foundation. The University of Mumbai will implement NEP 2020 by integrating the Indian Knowledge System at the college level. The college currently delivers lectures in English, Hindi, and Marathi, and includes competitions and celebrations to promote Indian culture. Students are encouraged to participate in the university's youth festival, promoting various fields of culture. For the purpose of promoting cultural values and respect for national history among its students, the college hosts a variety of events in both local and national languages, such as seminar, workshop, and discussion. The college calendar incorporates competitions and celebration days to teach students about regional and religious values. Students participate in various events like yoga, Ganpati festival, chatrapati Shivaji maharaj Jayanti, women day celebration, birth anniversary of great leaders, Christmas, dahi handi, dandiya and Gurupurnam many more organized under department and committees to make sure that the Indian Knowledge system expected in NEP is appropriately integrated. Different cultural activities have been organised by the institution to represent Indian culture at the annual cultural function (Taranga) and Indradanush (intercollegiate competition).</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>University of Mumbai has adopted a choice-based credit system for UG programmes since 2016–17. Being the affiliated institute of Mumbai of University, the college offers 04 UG level programmes in Science, Computer Science, Information Technology, and Management. These curricula are all available as outcome-based education (OBE), which is created with consideration for local and global need. The college implements UG level programmes introduced by the affiliating</p>

	<p>university with clearly stated Programme Outcomes, Programme Specific Outcomes and Course Outcomes. The university has designed all courses with outcomes based on cognitive abilities namely Remembering, Understanding, Applying, Analyzing, Evaluating and Creative. The objective of Programme and Course discussed with students in classroom. The Programme Outcomes (POs) and Course Outcomes (COs) of each programme and Course are framed by the respective department after rigorous consultation with all faculty members and the stakeholders following the curriculum designed by University of Mumbai. The college has developed mechanisms to evaluate the attainment of POs and COs. The curriculum of all courses has been developed taking into account commonly understood micro-, macro-economic and social needs in line with the expectations of the NEP.</p>
<p>6. Distance education/online education:</p>	<p>The pandemic has forced educational institutions to adopt digital platforms for classes, conferences, and online activities. This has broken geographical barriers and enabled hybrid education, including online and offline resources. Colleges have ICT facilities to ensure remote access, including 50 mbps Wi-Fi, smart TVs, portable mini projector, created e notes, Google classroom, promotes online based certificate course of Career Katta, offering Swayam courses on multi-disciplinary and inter disciplinary. Further YouTube based rich content shared with students. The institute has an MOU with Career Katta, which is supported by the Maharashtra State Higher and Technical Department and the Maharashtra Information Centre, to arrange online skill-enhancing programmes like soft skills, parayan of the Indian Constitution, add-on courses, and preparation for competitive examinations (like MPSC, UPSC, and banking).</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Since its founding in the academic year 2021–2022, the College has established the Electoral Literacy Club (ELC), which has been operating successfully. Raising awareness of the "right to vote" among campus and community stakeholders is the main</p>
---	--

	<p>responsibility of the ELCs. All eligible college students must make an effort to get their names added to the voter list by organizing voter registration drives and awareness campaigns. In addition, the ELCs planned campaigns, guidance talks, and rallies to encourage moral voting practices.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Sure, For the ELCs to run well, the college chose a faculty person to coordinate and a student coordinator. In that role, Miss. Komal Kamlesh Gaikwad, the NSS Program officer, has been taking care of the college's ELCs. The college's administrative committees and other support services are coordinated by the operational ELCs. In partnership with the Tehsil Office, Mahad, the ELCs host enrolment drives and awareness seminars for eligible and non-enrolled pupils.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>For the purpose of raising voter awareness volunteers from NSS actively participate in the awareness campaign. The following creative projects and programs have been launched by the ELCs to advance electoral literacy: 1. Annual Voter Day celebration on January 25. 2. Every year on November 26, Constitution Day is observed. Programs for registering voters are organized for qualified students. 3. Gathering registration forms from qualified students and sending them to the appropriate authority. 4. The NSS organizes awareness campaigns to support voting rights.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The college has promoted voting literacy by holding awareness campaigns in the nearby villages. Adopted villages organize awareness campaigns by presenting posters.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>A small percentage of students who are older than eighteen have not yet registered to vote in the electoral roll. In essence, first-year undergrads who were recently eligible for enrolment have continued to be listed on the voter registration roll. Through awareness and enrolment initiatives, the ELCs of the College have formalized procedures for registering eligible students as voters. The college has established a good working relationship with the Mahad Tehsil Office in order to make it easier for students to register to vote. The college has decided</p>

to use the following mechanism. 1. Mahad's voter awareness program 2. To compile a list of students who are qualified to register as voters. 3. To coordinate registration drives on campus with the Mahad Tehsil Office 4. To give registration forms to students who were not enrolled and collect them along with the necessary paperwork. 5. To turn in the registration forms at the Mahad Tahsil office.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
273	241	253	242	215
File Description		Document		
Upload Supporting Document		View Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 43

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	18	14	12	13

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
17.56	8.95	9.59	20.68	26.97

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

HEI always focus on effective curriculum planning and effective curriculum delivery. It is well planned and documented process. It includes about 20 means/majors.

1. **Academic calendar**- HET's academic calendar provides frameworks by which college can characterize the important events with specific dates. It gives key dates for curriculum delivery and related activities.
2. **Time Table** – Daily schedule, weekly schedule of academic delivery dispenser is the time table. It directs the attention of the learners to one thing at a time.
3. **Teaching plan** – Lesson plan-course is divided into the semester, monthly and weekly contents to present for students. It is a comprehensive write- up of the step-by-step teaching methods.
4. **Offline lectures – Chalk and Talk method**- For effective curriculum delivery, lectures face to face- offline is proper application.
5. **Online Lectures** – ICT enabled method is adopted by HET for teaching learning process. The Online mode is having its own advantages, time convenient, repetitive.
6. **Notes of Lessons** – Important notes are provided to students.
7. **ICT enabled classroom** – HEI provides the ICT classrooms for effective curriculum delivery.
8. **Students attendance** – Mentors take note of students presence in classrooms. Being present of student in active phase is part of effective curriculum delivery.
9. **Defaulters list** - The irregularity, absence for academics of students noted daily. It analyzed monthly. The mentor's prepare defaulter student list. It indicates HEI's Involvement in proper curriculum delivery.
10. **PT Meeting** – At regular intervals, there is parent teacher meetings in college. It helps to get live feedback of teaching -learning process for scope to improve in curriculum delivery and to plan the delivery in steps.
11. **Class test** – Testing can encourage the students to learns more. The HEI teaching staff engages regular, frequent class tests. It provides an idea about potential learning. It helps students to become self-directed learners.
12. **Remedial class:** On the basis of class test, observation in class and learner's interaction in lecture, slow learner are identified and to improve their performance remedial classes are arranged in each semester.
13. **Efforts for the Advanced learner:** Advanced learners are actively participating in workshops, university research conventions, inter-collegiate and university-level competitions, and event management to gain leadership qualifications.
14. **Documentation** – Curriculum delivery is well documented in form of syllabus monitoring, daily dairy maintenance by teacher, attendance list, defaulter's list, Rankers list, slow learners list,

advance learners list etc.

15. **Cross Cutting Issues** – University of Mumbai, in its curricular design incorporated cross cutting issues to sensitize student, along with these Institute conducted total 20 lecture series on Professional ethics, Human values, Environment, Gender equity, sustainable.
16. **Industrial Visit/ Filed visit:** to explore practical knowledge of the subjects- industrial visits and filed visits are arranged for the students.
17. **Mentor- Mentee meeting :** At regular interval there is a mentor mentee meeting. It helps to understand student’s requirements and problems, and to take measures.
18. **Peer learning :** The subject teachers gives topics to the students for peer learning. It helps to build team work quality and problem solving quality among the learner.
19. **Feedback from stakeholder:** The feedback committee regularly collect feedback from all stakeholder, after doing the analysis, analysis report and suggestion report submitted to the Chief Advisory and to Principal, who take the action.
20. **Seminar/ ppt presentation by students:** Competition like, PPT presentation and seminar arranged for the students where they explore to current issues, new knowledge.

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

1.2 Academic Flexibility

1.2.1

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

Response: 28

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

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

Response: 33.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
252	00	00	164	00

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

HEI is very keen on integration of Cross Cutting issues for transacting the curriculum. The Cross Cutting issues are important curriculum content which to be covered across subjects, programs courses, discipline and a learning areas, rather than being taught and learned in one particular course and a program.

Cross Cutting issues for transacting the curriculum are a set of overarching great ideas that look and behave similarly across all STEM i.e. Science -Technology Engineering and Mathematics- domain educational streams. These Cross Cutting issues are additional issues or additional aspects which intersect with the main programme- main course. In other words, cross cutting issues easily integrates into the project without losing focus of the main goal. These issues can be an effective tool for explaining targeted impact in one course- one programme.

HEI carried out 20 sessions of Cross Cutting issues for academic year 2022-2023. In all 169 Students were benefited by 20 sessions of Cross Cutting issues. The major cross cutting issues are professional ethics, gender equality, human values, environment concern and sustainability.

HEI carried out 5 sessions of Cross Cutting issues for 44 students of B.Sc. (Chem/Zoo). The sessions are as- Professional Ethics in Science, Tackling Gender Equality in Science, Human Values in Science Education, How is Environment Related to Science and Science for Sustainability.

HEI carried out 5 sessions of Cross Cutting issues for 47 Students of B.M.S. The sessions are as - Business Professional Ethics and Management by Indian Values, Why Gender Equality Matters in Business Success, Human Values in Business Management, Business Environment (Definition, Features, Importance) , Sustainable Business Management.

HEI carried out 5 sessions of Cutting issues for 67 Students of B.Sc. IT. The sessions are as - Why Professional Ethics are important in Information Technology, Innovation and Technology for gender Equality, Where do Human values and Information Technologies Connect? , Role of Information Technology in Environment and Human Health, Information Technology and Sustainable Development.

HET carried out 5 sessions of Cutting issues for 11 Students of B.Sc. C.S. The sessions are as – Ethics and Professional Responsibility in Computing, Gender disparity in Computing, Human values and Digital Citizen Science interactions, How Computer Science can help to save the Environment, The effect of Computer Science in Sustainable Development.

These Cross Cutting issues were carried as off line sessions. The schedule is along with class room curriculum/lectures. It was mandatory to all students. The sessions were engaged by guest Lectures from MOU colleges/ recourses under faculty exchange. Each Cross Cutting sessions are free of cost for betterment of curriculum delivery and enrichment. E- Certificates were issued to students for successful attendance.

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

1.3.2

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

Response: 86.45

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

Response: 236

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

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution’s website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 33.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
121	80	83	88	92

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
300	300	300	300	180

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 11.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	12	9	18	22

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	150	150	150	90

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 14.37

2.3 Teaching- Learning Process

2.3.1

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

Response:

The HEI supports students' holistic development by using student-centric teaching strategies, which encourage students to participate in experiential learning, participatory learning, and problem-solving activities that enrich the learning process. Students are better able to relate concepts and information taught in the classroom to actual circumstances when they are involved in practical activities and reflection. By encouraging student engagement in group discussions, Q&A sessions, and debates on current events, the faculty members make learning dynamic.

1. Experiential Learning:

The major goal of the experiential learning is to promote professional skills and knowledge through hands on experience and to build confidence and ability to work in project mode.

- Laboratory Sessions are incorporated in master as well as departmental time table, according students are given hand on practices on the theories that they explored in the classroom.
- As part of their curriculum, students develop projects in which they use their critical thinking skills and the latest technologies to find solutions to problems.
- HEI under its different department organizes, Industrial Visits / field visit, these are a way of enhancing classroom learning by making real world connections. Industrial visits give students the ability to interact with businesspeople, professionals, entrepreneurs, policymakers, and other industry leaders who offer their knowledge, insights, and experiences.

2. Participatory Learning:

Participative learning engages students as active participants in curricular, co-curricular as well as in extracurricular related activities.

Students are motivated to participate in seminar, workshop organized by different department and committees like IQAC, Women development cell, nature club along with these encouraged participating in intercollegiate and intra-collegiate competition. This helps in overall personality development by exploring to the new knowledge and involvement in group activities.

Student take participation in extension and outreach activities organized by HEI NSS, DLLE department such as swatch abhiyan- cleaning drive, road safety awareness program, women empowerment street play, tree plantation, disaster management activities like flood relief by active participation, helps to sensitize the students to develop social values, widespread their responsibilities and knowledge in societal issues and problems by making their real involvement with the community.

3. Problem solving methods:

The problem-solving method of learning helps the students improve their critical thinking and boost the application of their knowledge to real-world problems. This method encourages students to apply their knowledge and creativity to develop solutions. In curriculum assignments, case studies, solving illustrations, tasks like source code writing, and project development using new technologies are given to the students on the basis of their topics, which helps the students improve their analytical skills.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

<p>2.4.1</p> <p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>Response: 76</p>											
<p>2.4.1.1 Number of sanctioned posts year wise during the last five years</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>20</td> <td>20</td> <td>20</td> <td>20</td> </tr> </tbody> </table>		2022-23	2021-22	2020-21	2019-20	2018-19	20	20	20	20	20
2022-23	2021-22	2020-21	2019-20	2018-19							
20	20	20	20	20							
File Description	Document										
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document										
Provide Links for any other relevant document to support the claim (if any)	View Document										

<p>2.4.2</p> <p><i>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</i></p> <p>Response: 7.89</p>											
<p>2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table>		2022-23	2021-22	2020-21	2019-20	2018-19	2	1	1	1	1
2022-23	2021-22	2020-21	2019-20	2018-19							
2	1	1	1	1							

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college's examination committee handles complaints relating to exams. The principal has appointed this committee. The Principal serves as its chairman, while the other two members are typically the heads of various departments. The committee oversees the efficient administration of exams. The Convener or the Chairman of the committee receives applications from the students who have grievances in the format specified. The committee investigates the validity of the complaints and works to address them as soon as feasible during the allotted time. The committee then responds to the complaints and informs the relevant authority so that appropriate action can be taken. Sub judicious cases are not dealt with by the committee. The third year UG examinations are administered by the university, while the first and second year UG examinations are administered by the college on behalf of the university. Therefore, complaints about college-level exams are addressed and resolved within 15 days, whereas complaints about university exams are reported to the university examination department for resolution.

The examination committee of the college works with the students and the university to resolve any discrepancies during the examination so that the students are not inconvenienced, if there are any in the question paper provided by the university or in the hall ticket issued by the university. Additionally, the examination committee interacts with the university to resolve any student results that are being held in reserve. When it is adequate to address the complaints, the committee gives the pupils oral advice. When a conflict cannot be resolved amicably, it makes an effort to report it to the principal, whose judgment is final and binding. The quantity of these complaints is extremely small when compared to the college's overall strength.

The University's policies and regulations are followed in resolving complaints regarding evaluation work. Within seven days of the result announcement, students may request a photocopy of their answer book and a reevaluation if they are dissatisfied with their evaluation. Within 15 days of the application date, the photocopy or report of the reevaluation is provided. Students can apply to the university's grievance committee if their complaints relate to university exams. At the college level, the Unfair Means Committee handles complaints involving unfair cases. The committee summons the pupils, who

are then given the chance to speak. The report is subsequently sent to the Principal, and before the results are announced, the examination committee receives the final decision. As a result, by offering institutional support, the college assists students in resolving complaints relating to university and college examinations. Both at the college and university levels, there is a procedure for resolving complaints about evaluation.

The examination schedule for the students is published on the notice board and on the college website before each semester examination. Also, assignments of each subject are taken module wise from the students. Important questions for the students have been made available on the website of the college.

ATKT exam is conducted in college for failing students. Additional exam is also conducted for students having medical reasons. Unit tests, class tests are conducted to prepare for the exams.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The institute now successfully awards undergraduate degrees in BMS, BSc IT, BSc CS and B.Sc. The university's board of studies develops the programme and course outcomes when establishing the syllabi. Faculty and students at the Institute level are provided with circulars on this. The university's website contains the COs, POs, and programme learning outcomes. The same information is also available on the websites of the Institute. The learning outcomes are connected to the Institute's aims and objectives.

Programme Outcomes (PO) and course outcomes (CO) of all the courses are duly uploaded on College website. POs and COs are well communicated to all teachers and students through the following mechanism.

POs and Cos are regularly discussed in departmental planning & brainstorming sessions and special lectures, seminars are organized on topics related to the curriculum.

On the Orientation day, the Principal and the teachers acquaint students about their courses, objectives of the courses and their outcomes. According to the stated programme and course outcomes the subject teachers prepare detailed teaching plans, for their individual subjects at the beginning of the semester.

While teaching papers teachers also share detailed information about programme specific outcomes in their classes regularly. Teaching methods are outlined in the beginning of the session by teachers so as to formulate teaching plan towards fulfillment of those outcomes.

To fully equip students with needed abilities, the College ensures the introduction of value-based and skill-oriented add-on diploma and certificate courses that are in accordance with the programme outcomes and course outcomes of the main disciplines.

The Programme Outcomes (PO) and Course Outcomes (CO) are also taken into consideration while planning all of the extracurricular and curricular activities.

Syllabus:

Every course in the programme has well defined COs. The hardcopy of the syllabus is made available to every student.

Website:

The syllabus of all programs offered by the department is uploaded on the College website which includes the COs of various courses of the curriculum.

Library:

Institute’s central library keeps all the POs, PSOs and COs for easy access to students and faculty through the syllabus books of various programs.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The Program outcomes and course outcomes are appropriately evaluated by the institution. The institute evaluates the specific programming outcomes through a summative assessment procedure. Both direct and indirect approaches are used to assess the outcomes. The institute assesses the results using a variety of techniques, such as internal mark analysis, semester result analysis, feedback systems, and students' performance in co-curricular and extracurricular activities at the intra-collegiate inter collegiate and university levels. The assessment of objective achievement also takes into account the involvement of

students in post education and placements, as well as the informal contacts between instructors and students.

Direct Approach:

University Exam Success Rate:

The final semester end university examination marks/grades that students receive for each subject in the curriculum are used to evaluate the department's course outcomes.

Institute level PO and CO attainment policy followed to calculate the same. Attainment of Program outcomes determined by calculating the percentage of pass students against appeared students in semester exam as well as PO level 1 and PO level 2 determined bases on criteria like - PO Level 1 Above 60% (Grade O,A+,A) and PO level 2 below 60% (grade B++,B,C,D).

Attainment of Course Outcomes calculated by calculating the percentage of pass students against appeared students course wise (subject) in semester exam as well as course wise CO level 1 and CO level 2 determined bases on criteria like - CO Level 1 Above 60% (Grade O,A+,A) and CO level 2 below 60% (grade B++,B,C,D).

In addition to these, techniques such as quizzes, internal assessments, homework, exams, seminars, workshops, lab exercises, small projects, and the creation of large projects aid in assessing students' acquisition of knowledge and skills as well as their level of learning.

Indirect Method:

The indirect method involves collecting student data through personal communication and WhatsApp, analyzing it in three parts: placement post-degree, higher education, and business involvement.

The achievement of program and course outcomes is assessed through active student participation in various curricular, co-curricular, and extracurricular activities organized by departments, committees, institutes, and universities.

IQAC collects and analyzes students' feedback on the curriculum and teaching-learning process at the end of each academic year, considering outcomes, scope, difficulty level, skill acquisition, and employability.

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

2.6.3

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

Response: 87.81**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
50	76	85	70	36

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

2022-23	2021-22	2020-21	2019-20	2018-19
77	76	85	70	53

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response: 3.73**

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 1.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	1.005

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

A. Ecosystem for innovations, IKS & IPR

The HEI follows the syllabus of university of Mumbai:

In this curriculum there is no scope or provision for innovation or provision for innovation ecosystem IKS & IPR.

However, in this college organised workshop for Intellectual property rights.

The curriculum does not have direct in reference of industries, companies or employees. There is least scope for such ecosystem for innovation in UG categories.

B. Incubation centre

This college is itself as incubation centre. It has resources and supports for student to develop skills in students.

- For stage presentation
- For personality development
- For research
- For nature conference
- For curriculum
- For IER
- For holistic development

C. Initiatives for the creation of knowledge

- Project of student for creation & knowledge.
- Seminar/ presentation by student for creation & knowledge.
- Use of labortary, library and ICT classroom for creation & knowledge.
- Well trained knowledgeable teachers gives direction in creation & knowledge.

D. Transfer of knowledge

- Techers transfers the knowledge from their own to students.
- Library and e-library means foe transfer of knowledge to students.
- Research projects, research paper, preparation and presentation.
- Holding national conference.
- Publishing one proceeding national conference

E. Outcomes of the Ecosystem for innovations

- No ecosystem innovation
- No any outcomes

F. Outcomes of the incubation centre

- Graduation with knowledge based students.
- Research process.
- Research paper preparation.

- Research paper presentation in national conference.
- Research

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 83

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

2022-23	2021-22	2020-21	2019-20	2018-19
79	1	1	0	2

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	0	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response: 1.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
71	7	2	00	00

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and

sensitizing the students to social issues for their holistic development during the last five years.

Response:

One of the Institute's primary goals is the holistic development of all stakeholders. It promotes regular involvement of students and faculty with the neighbourhood community for integrated growth and long-term community advancement through a variety of activities. Students and faculty have eagerly participated in neighborhood-based community events throughout the past five years. Faculty from all departments regularly encourage students to take part in various extension activities by giving them platforms to do so. The University of Mumbai's National Social Service Scheme (NSS) and Department of Lifelong Learning & Extension (DLLE) are recognized departments under the Maharashtra government. The NSS Unit focuses on awareness programs, while DLLE fosters lifelong learning and charitable work. These units organize awareness programs on social care, literacy, health, and upskilling. They also promote environmental conservation through tree plantation and awareness seminars. The volunteers are also actively engaged in upliftment activities including celebration of various festivals with Mukhtangan School of Divyangjan, donation drives for disaster management and deprived sections of the society. Environmental activities raise awareness about the need of a clean environment for the health of all species on the earth, as well as contribute to the National Swachh Bharat Abhiyan. Tree plantation drives are also organised on a yearly basis by NSS and DLLE volunteers to encourage individuals to plant trees and to educate the community about the benefits of tree plantation.

During the COVID pandemic NSS and other units of the college supported the community in various forms including awareness programs like e-Quiz, e-Posters, Videos, mask distribution, grocery distribution to care for the needy. Also in 2021-22 when flood situation affect the Konkan region specially Mahad - Poladpur Taluka, Faculties along with volunteers of NSS unit took part in disaster management by participating in food distribution, grocery distribution, Clothe Kit, Medical Kit, Stationary Kit, Electronic Kit to flood affected needy people.

By raising awareness and actively engaging in numerous programmes during the academic year, these activities primarily aim to provide caring and selfless service to the community, the people, and the environment.

During Road Safety Awareness Drives Students raise awareness about traffic regulations, road safety, and the need of wearing a helmet by counselling persons who break the rules. During festivals, students visit Mukhtangan, one of the school of Divyangjan students in mahad region as a token of love and care. This act of compassion teaches pupils the joy of giving and making others happy. Every year NSS cell of institute adopts one village situated in nearby area and try to inculcate these values in the citizens of the village. Every year a 7-day residential camp is organised in this adopted village. By participating in programmes like "Shramdaan", waste management, health checkup camps, cleanliness drives, damp construction and spreading awareness of water conservation, cleanliness, health and hygiene, environmental issues, literacy surveys, etc., the students and faculty are building positive relationships with the residents of that village and working to solve their day-to-day problems. As a result of all the institute's efforts, many students have joined NGOs and are actively participating in addressing the issues and difficulties that the community, particularly the underprivileged and needy, face.

The institution will continue to work with its devoted team of student volunteers and staff to fulfil its goals in extension and outreach initiatives.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

NSS National Service Scheme of Notional Ministry of Youth Affairs and Sports provides opportunity to the students to take part in various government and non-government community service activities and programs. The sole aim of NSS is to provide hands on experience to young students in delivering community service. This college has an active functional NSS unit under the leadership guidance of programe Coordinator University of Mumbai. This college carried out total 66 extension activities for five years under NSS banner. It includes the blood donation camp, cleanliness drives, plastic free environment, clean India - Green India, Antisocial traditions movements, AIDs awareness programs provide guidance to tribal communities, competitive examinations and personality development activities which are useful to enhance students intellectual personality out comes.

DLLE- Department of lifelong Learning & Extension of university of Mumbai is broad platform for student's social extension activities , HEI is registered with DLLE of Unit of Mumbai, for every academic year.Over hundred students actively participate in social extension activities like Women's Survey for empowerment, entrepreneurship development, Career Project, ITP- Information Technology project, IDP- Industry Orientation Project, Population Education club,(PEC) NIOS- National Institute of open Schooling. The Extension activities were carried out by the students in every academic year under the banner of HET and DLLE units of Mumbai. Each participating students awarded with 10 grace marks by DLLE unit.

The total extension activities in each academic year is, in 2018-19 Eleventh, in 2019-20 Twelve, in 2020-21 sixteen, in 2021-22 Eleventh and in 2022-23 Sixteen extension activities carried out by HET' s Teachers, students collectively it totals to 66 Extension activities in five years. It arrange as 13 Activities per year. For such active participation in extension activities the HET received 6 awards by the social authorities to the social activists (students) and social activity Institute i.e. HET itself.

HEI was honored with **Best Green campus award** by Quality Care Alliance, an Environmental energy consultancy developing healthy and sustainable environment, in 2023.

In year 2021-2022, college received an award from Jankalyan Blood Transfusion Center, Mahad. It is Government of Maharashtra recognized center which is housing LIC No. KD/58 and SBTC No, 040. This Government recognized society provided Social Award to college for his extension activity of Blood Donation and it's comparing a special occasion of Blood Donation Day.

In 2022-23, HEI received **Green Campus Award**, from the Sarpanch – The President of the Gram Panchayat of the Valan-Mahad Raigad district of Maharashtra. It is for exemplary and continuous efforts to maintain the environment friendly practices greenery in the college campus.

The Sirpanch Elected Head of the Ideal Village by Government, Parmachi village of Taluka Mahad, Dis – Raigad honored the Award to College as Certificate of appreciation, for in actively contribution to the promotion of environmental awareness and sustainability beyond the campus.

In 2022, the HEI received recognition from Chambharkhind Grampanchayat for its commitment to maintaining a clean campus and appreciation from the Rotry Club of Raigad Fort for its positive environmental impact.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 56

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	7	12	11	11

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration

3.5.1

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

Response: 21

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Infrastructure -the physical structure of education is very significant and noteworthy. It encourages students to attend college; it gives a warm, comfortable, and welcoming feeling.Physical facilities in educational institutes are essential for fulfilling student aspirations; they promote overall happiness and well-being.

The physical structure and facilities of the college are broadly categorized as: areas for academics; areas for administration; areas for extension activities; facilities for divyana students; and general amenities.

HEI has physical areas for academics, such as ICT-enabled classrooms with projectors, ICT-enabled classrooms with smart TVs, and highly equipped laboratories. HEI has 11 ICT-enabled classrooms and 6 laboratories: 2 computer labs with internet facilities, 1 chemistry lab, 1 botany lab, 1 zoology lab, and 1 physics lab.

The college has an automated library, Koha software used to manage the library database, a barcode reader, and scanner amenities used in the library to make the library function smoothly. Computers with Internet access are made available as knowledge treasures.

There are 75 computers exclusively for students with ratio 3 :1 student: computers.

The examination department uses Result 10 software to streamline the examination process and produce results and statistics reports fast. Timetables, hallticket, FY SY marksheet cards, and other statistics reports like as grade-, gender-, and caste-specific ones are also produced by the software. HEI provides a staff room – it is a space dedicated to the teachers in order to provide them with efficient working environment.

Administration is supportive disciplined system. In this HEI, it provides Principal cabin, administration office, spacious corridors, seminar room, waiting lounge, Examination room, ICT based office area with laptops, desktops, printing machines, and Xerox machine.

Principal 9 software automates many aspects of the admissions process, such as student registration, fee entry, and the generation of statistical reports on caste and gender etc.

HEI has physical facilities and physical structures for extension activities, as an integrated part of curriculum as extended opportunities. HEI has NSS room, DLLE room, cultural room, gymkhana, play areas, playground, canteen, NAAC room for IQAC activities.

HEI considers the basic infrastructure for disables as need special arrangements in the environment for their mobility and independent functioning. It has ramp, wheel chair, braille software etc.

General amenities such as boys and girls washrooms, common rooms for students, first aid room, secured entrance, CCTV surveillance, fire extinguisher system, water purifier, Bio meter machine, sanitary napkin vending machine, etc.

The physical structure with physical facilities in HEI is upto mark and inspires students in teaching, learning, evaluating with extension activities.

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

4.1.2

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

Response: 2.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0.96	1.48

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library is 100% automated with digital facilities using KOHA, which is an open-source integrated library system. In addition, subscriptions to e-resources and journals are made. Hence, the library usage is to the maximum by the faculty and students.

Library: Our library is a knowledge hub for researchers, students teaching, and non-teaching staff. Its open access system and ease of access attract faculty and students alike. In addition, we also have resources like reference books, question papers, projects, journals, newspapers, e-resources, etc.

Library Management System: The library is 100% automated using KOHA, which is a fully featured, open-source, scalable library management system. KOHA enables the management of all the functions of a library, from maintaining the database of books, textbooks, reference books, question papers, projects, journals, newspapers, and e-resources of knowledge.

With KOHA, we are able to perform the most important functions of a library, such as cataloging, membership reports, status reports, report generators, public access catalogs and acquisitions, purchase orders, bills paid, books borrowed, books on racks, books on demand slips, received books, and fines for late books.

E-Resources: NDL is one of the e-resources available for our faculty and students. In addition, we also provide open-source links to various websites, blogs, etc. that are IT, management, and computer science-related to help library users find e-journals, e-magazines, e-books, e-audios, and e-images.

<https://hirwaleducationtrust.com/academic-e-resources>

E-Library: The CCSIT library also has a dedicated e-facility area with 4 PCs for students, teachers, and researchers.

The e-resources are free of charge because they are socialized courses: e-databases, e-journals, e-magazines. E-Books E-Audio, E-Images, E-Encyclopedia, and E-Newspapers are all open access.

Subscription to E-Resources means these online resources are available to our users any time, any day, and every day at no cost. Thus, the CSCSIT library has many e-resources, in the form of numerous downloadable e-books and numerous e-journals too. We provide many such links to our students and faculty for e-resources. Hence, at present, we do not feel the need for paid services for subscriptions to e-resources.

Library Expenditure: CSCSIT Library expenditures records from 2019–2023 for books, journals, and other purchases are provided in the audited statement of expenses and income by C.A.

The most critical period to mention for colleges, students, and the entire world was the last few months of 2019–20; it was the pandemic period. Every institute suffered due to the Corona-19 COVID situation. Hence, library purchases and service activities also came to a standstill.

Use of the library by students and teachers

Students and teachers visit the library daily for reading newspapers, journals, reference books, and for issuing text books and reference books. On average, 40 to 50 students and 10 to 15 teachers utilize the library to explore and upgrade their knowledge.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

IT infrastructure is spread over all the academic departments, library as well as administrative sections of the college. These facilities are continuously upgraded to meet the demands generated out of introduction of new curriculum, laboratories, office management software (ERP) and university systems. The upgradation is in form of hardware updation, addition of terminals, addition of bandwidth, replacement

by high capacity cables (CAT 6 cable for internal LAN), addition of service provider to keep substitute open, extension of continuous power supply facility, etc. Whenever needed the configuration of machines in departments like Information Technology (IT) and Computer Science (CS) are upgraded with the change in university curriculum. Presently these machines have high end configuration as I3 Processor Networking of these terminals is done using 24 port switch, D Link router Backup in form of 3 UPS is available.

The software used was initially in FORTRON and thus the output had limited compatibility. This was replaced by a Windows-based one. This replacement has created more facilities to handle students' data, exam data, accounting operations and university requirements. It has helped the administrative as well as academic section, to generate the required output which is in turn helping the digitalization at all levels. 'KOHA' is the software used in library which is a multiplatform, multilingual, client server based software. It provides a highly versatile and user-friendly Online Public Access Catalog (OPAC) for simple and advanced search The college has an active website, which is updated by the staff.

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

4.3.2

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

Response: 3.64

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

Response: 75

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 4.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.72	0.40	0.19	1.19	1.12

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 9.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	33	26	18	19

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format	View Document

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 55.88

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
223	34	69	182	176

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

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document

5.2 Student Progression

5.2.1

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

Response: 64.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	50	48	29	28

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	76	85	70	36

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

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

Response: 0.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 5.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	09	00	09	02

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

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

There is a registered alumni organization for the Institute called "Majee Vidyarthi Sangh" HET's CCSIT, Mahad-Raigad. Maharashtra/567/2018/Raigad is the registered number. It was created to foster a close relationship between former students and current pupils. Alumni encourage students by interacting with them and offering advice. A mutually beneficial relationship between the Institute and its graduates is the goal of the graduates Association. The alumni organization was founded to encourage strong ties between the institution and its graduates as well as between the graduates themselves. The alumni association serves several purposes, including assisting and supporting the institution's attempts to raise money for development and assisting recent graduates with finding work and engaging in worthwhile activities that benefit society.

Students must be exposed to the use of software in the workplace through industrial visits and internships in order to communicate information about value-added courses, industry training, and internships.

It helps to motivate students to participate in group projects and to complete a variety of software and hardware projects, which

will boost the importance of their CVs. While talking with the kids, he advised each one to acquire some crucial abilities that would be a benefit when it came time for placements.

The independent alumni association holds meetings as needed. Participants are encouraged to share ideas for enhancing the college's welfare, including the principal and senior faculty. A once-a-year meeting of the college-endorsed alumni organization is held. The principal, who serves as the meeting's lead coordinator, called it to order and discussed the college's urgent requirements while soliciting feedback and ideas from its alumni for its future growth. Prominent alumni assist

future students in finding work. Alongside the college's alumni association. Some former departments have their own alumni organizations set up to promote their interests. Alumni have made financial and in-kind contributions to the growth of the department and college. The alumni association is being strengthened through the implementation of measures to play a more active part in the college's development.

On a regular basis, alumni make up a significant portion of the visiting faculty and guest lecturers. Alumni are also a part of the Board of Studies in several of the fields. An alumnus is a member of the most recent College Development Committee, which was established in accordance with University of Mumbai policies. With a view to provide further thrust in building better alumni relationship, The college recognizes the importance on building a vibrant, sustained, continued and reciprocal relationship with the alumni so that they can become true ambassadors of the institute and contribute significantly to the brand building of the institute at the corporate and society level. All the alumni of the institute are connected through WhatsApp groups. Programmatically, the groupings are kept. Our alumna meets to give a forum for conversation and the opportunity to hear about their work experiences. It promotes fidelity, gratitude, and wholesome interactions between former students, alumni, and the institute.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Hirwal Education Trust Governance College of Science (Computer Science and Information Technology) in Mahad. The Trust is pioneer in the field of global education in rural region.

The Mahad is historical place where Dr. Babasaheb Ambedkar started his anti-untouchability movement. Mahad is about 30km away from the capital Raigad of the great warrior Chatrapati Shivaji Maharaj.

Hirwal Education Trust was established by the great Indian freedom fighter, Late Mohan Dharia, Ex Union Minister, Padma Vibhushan, India's second highest civilian honor and environmentalist. Thus, the management governs the College with the heritage thought, act of these great personalities.

The institutional vision, leadership and governance is looked after by Mr. Kishor Dharia, son of late Mohan Dharia with a heritage of social bonds. This trust always trusts and acts as per the decentralization of power principle. The management body has a constitution which works in the framework of commissioner of charitable trust, Government of Maharashtra. In Decentralization practices, trust is apex body it works with its constitution. Next is Principal as head of academics administration, decentralize with teachers and administration staff, as CDC, IQAC, Examination Committee, etc.

Trust, Principal, staff-academic and administration works as one unit, as participative practices.

The vision of HEI is Empowerment of students for social entrepreneurship and vocational skills. Placement of alumni proves the HEI works as per vision.

The mission of college is to provide educational facilities for innovative thoughts and creativity of next generation thinkers, problem solvers and leaders. The research projects, research papers, research conferences, research students indicate that there is the governance working as per mission.

HEI management, Principal, staff were made aware about National Education Policy-2020 through hosting the Seminar for NEP. Institution created Academic Bank Credits of each student, Vidvan ID of each teacher, multidisciplinary college, participation in FDP assessment and accreditation preparation are some of the leading edges for NEP preparedness.

Institute has short term perspective plan for excellence in curriculum aspects, teaching learning, research and publication, progression. The long term perspective plan is extension of programs, PG courses to start, Funds for research to raise, industrial collaboration for professional outcome along with of with Infrastructure development. In continuation of long term, Management plans for financial sustainability,

accreditation and ranking, sustainability initiative, governance and administration, alumni engagement.

Governance plans for long term about continuous. Expansion of Infrastructure for continuous qualitative and quantitative rise of students, advanced technology based laboratories, ICT, smart class rooms with research facilities. To extend the Industrial Facilitate collaboration with leading global co-operation to facilitate research internships, job placements, entrepreneurship quality development in students.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

HEI has short term perspective plan for excellence in curriculum aspects, teaching learning, research and publication, progression, of students. The long term perspective plan is extension of programmes, PG course to start, funds for research to raise, industrial collaboration for professional outcome along with infrastructure development .In continuation of long term, management plans for financial sustainability, accreditation and ranking, sustainability initiative, governance and administration, alumni engagement.

"Governance plans for long term about continuous expansion of infrastructure for continuous qualitative and quantitative - rise of students, advanced technology based laboratories, ICT, smart class rooms with research facilities. To extend the Industrial Collaboration with leading global co-operation to facilitate research internships, job placements, entrepreneurship quality development in students.

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient. It is visible from policies, administrative set up, appointment, service rules and procedures and so on.

For institutional perspective plan is deployed through following policies, as - CDC policy, Add On Certificate Policy, Code of conduct policy, Code of Ethics policy, Divyangan policy, Examination policy, Green Campus policy, Library rules and policy, Infrastructure maintenance policy, Financial Support policy, Computer Lab policy, Science laboratory policy, E-waste policy, PO-CO attainment policy.

CDC policy is College Development Committee. It is statutory committee formed for Maharashtra University Act. The name itself shows that committee is for College Development. The prospective plan

is also thinks, directs for the college development. The CDC is constituted by senior, veteran, experienced personalities in field of education, social, industrial fields. Their experience Valuable suggestions guidance will definitely raise the bar of Excellence as per the perspective plan.

The Add on Certificate policy aims for academic excellence and holistic development in students. It encourages multidisciplinary, regional language, and advanced courses, enhancing employability, technological, communication, and soft skills. Most courses are designed by IITians.

The Code of Conduct (COC) is crucial in achieving an institution's perspective plan, enhancing integrity, objectivity, competence, confidentiality, and professionalism among students, teachers, and staff.

To achieve the goals, objectives of perspective plan, discipline, honesty and integrity in action of stake holders such as management, staff and students is required. For this purpose code of Ethics policy is important. It helps categorize discipline, honesty and integrity in stakeholders actions performed to achieve the set goals in perspective plan.

To accommodate social deprived individuals to get in main stream is one of the part of perspective plan. Excellence through education is expected in perspective plan. The excellence should be for weaker deprived, disabled section is also expected, thus, the policy for Divyanggan in college, creates goodwill for long term, to sustain for long term perspective plan.

Timely, transparent examination through examination policy helps to achieve goals in perspective plan.

Green Campus policy creates aesthetic and pollution free, healthy environment to rich on the bar of perspective plan.

Financial support policy is crucial to feed the goals, objectives of the plan. This policy states the means measures to increase the income, minimise the expenses and better utility of available funds.

Computer Lab policy, Science Lab policy directs for research, innovation, creation of knowledge. It will help to increase collaboration with the industries, as one of the objective of perspective plan.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

1. Code of Conducts / Ethics- Management has disciplined work culture. It provides the frame work of task in HET through the code of conducts for every constituent element. It clears the duties, privileges, rights for faculties.

2. Provident funds for staff- It is the powerful savings plan that offers long term financial security for staff by management. It is contribution from both employers and employees. The PF account accumulates funds and earn an interest rate of 8.10%.

3. Travelling allowances with duty leaves- The management always cares the employee. TA is paid to cover employee travel expenses incurred when travelling for college work, Academic/Administrative work for college. It helps with staff to travel costs, such as transportation, lodging, meals and other incidentals while on the job.

4. Flexible timings on emergencies- The management, the principal sir, take care of employees. On emergencies of family ground, health issue, the immediately relevance with flexible timings. Its pro activity by the employers towards the employee-staff-as family.

5. Sanction of Advance loan- the management provides advance loan to faculty for his/her medical/domestic emergency. Then the management recovers it in installments, usually it is interest free. By lending the money to its faculties – (teaching, non-teaching staff) means to lighten the financial burden on the employees.

6. Uniform to the non-teaching staff- The Government provide special governance to the supporting staff. It provides the welfare in return of the physical- grounded duties of the supporting staff.

7. Workshop on food, nutrition and health care- the HET management organizes the workshop for faculties about the balanced diet, hygienic food, nutrition & briefs regarding health care. It helps employees to keep fit and fine.

8. Job securities/ Employment generation- The HET management appoints the teaching and non-teaching staff. It generates total----- employment opportunities and provides job securities by continuing the job to the faculties, clerks, technical staff and supporting staff.

9. Library-Privileges to staff- College library is knowledge resources. Teachers are the mentors, they supposed to transfer the knowledge from books, E-books to the students through teaching-learning process. Such a knowledge treasury is having privilege of usages to teacher. There is priority to teachers for library resources. It is welfare measure for academic excellence.

10. Faculty empowerment workshops- to update & upgrade the knowledge of faculties, governance body take initiative for faculty employment workshop, such as FDPs, seminars by experts.

11. Health checkup camp- Management organizes health checkup camp for the employee. It is free at cost to all faculties. However, the management bears the expenses. The annual as well as semester wise organization is carried out. It keeps healthy body and healthy mind of the faculties for healthy education.

12. Workshop on Eye checkup/camps- Management organizes the special eye checkup camps for faculties because majority of them work with ICT.

13. Fees concession to faculties' ward/s in school admission- Management is having English medium school along with colleges. It provides fees concession to faculties' ward/s in school admissions. This is an advantage or otherwise can say welfare means provided by management to faculties.

File Description	Document
Upload Additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and

towards membership fee of professional bodies during the last five years

Response: 21.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	0	0	0	0

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document

6.3.3

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

Response: 43.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	09	12	02	1

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	7	7	7	7

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institution offers self-financed degree programs affiliated with the University of Mumbai, with no UGC grants. Major financial decisions are made by the Director and chief advisory, and the institution raises Corpus CSR and flood relief funds.

The college annually prepares a budget for academic programs, infrastructure, staff pay, stationery, electricity, chemicals, and ICT facilities. The budget is presented to the CDC meeting for approval by the Chief Advisory and Director.

Infrastructure augmentation and renovation are carried out under the supervision of the Architect and Building Supervisor. The approved budget is utilized for the development of the college with the permission of the CDC as per the norms.

Institutional Strategy for Mobilization and utilization of Funds:

- Fees from the students have been collected in installments throughout the academic year. Fees are classified according to university guidelines as tuition fees, enrolment fees, VC funds, and so on. Tuition fees are deposited in a salary account, staff salaries paid monthly, and remaining fees deposited in a miscellaneous bank account..
- Scholarships from the social welfare department and other departments of government of

Maharashtra and Government of India are received. This fund is issued and transferred to students fees account. The scholarship record and fund utilization of students are kept in proper order.

- The University of Mumbai's NSS department sanctions funds for NSS camp and activities, ensuring proper utilization and auditing of expenditures.
- The fund raised under Corpus CSR from Pedilite Ltd. and NPL Bluesky Automative Pvt Limited, utilized for college building development.
- The Flood relief fund received from the University of Mumbai, utilized to distribute grocery, food, water, cloth, medicine to flood affected people in Mahad- Poladpur area.

Procedures for Optimal Utilization of Resources:

The college prepares a budget for each academic year considering the budgeted expenditure of different departments. Support services and actual expenditure detail submitted in office after verifying with the Principal.

Strategies for optimal utilization of resources and funds

Finance Committee: To ensure the best use of available cash and resources, the HET's CCCSIT established the financial committee.

Scrutiny of Quotations: The finance Committee review the quotation carefully with standard parameters after this, decisions taken for finalization of quotations.

Budget Committee: The Principal, after consulting the Accounts, Administration and Finance Committee, prepares the budget for the year with a view to optimal use of resources and funds.

Concern of Management: The Principal constantly asks the Management for guidance and choices when taking significant measures.

Accounts and Audit: To monitor and audit finances, expenses and revenues, resources and funds, the institution appoints certified auditors - internal and external auditors.

To promote academics: HEI has strategy for optimal utilization of resources and funds to promote academics, ICT facilities [library facilities, laboratory equipment's, laboratory needs staff salaries and staff and student welfare.

- To promote research activities
- To promote teaching learning enthusiasm.
- To promote extension activities, social activities
- To promote distinctiveness of institute, best practices of students.
- To promote quality education by undergoing assessment and accreditation process (NAAC)

Strategies for Regular Financial Audit (Internal & External)

The HEI has appropriate plans, a clear vision, effective execution, and vigilant financial resource management. To view the financial purpose of HEI, HEI goes through:

- Appointment of Internal Auditor

- Appointment of External Auditor
- Audit Inspection
- Surveillance Programs.
- Audit transparency reports
- Improving and maintaining Audit

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

IQAC plays a role in the creation and execution of the organization's strategic plans. The plans encompass strategies for improving quality that are in line with the institution's objectives and mission. Gradual enhancements in quality achieved during the previous five years (in the case of the first cycle)

The primary responsibility of HEI in effective curriculum delivery:

IQAC oversees NAAC's teaching and learning process indicators, including qualified teachers, academic calendars, ICT-enabled classrooms, seminars, projects, lectures, and presentations, while faculties maintain daily diary and syllabus records..

Supervising the Teaching-Learning Process:

IQAC assesses NAAC's indicators for teaching and learning processes, offering recommendations for increased participation. Techniques include ICT-enabled tools, alternative teaching pedagogies, peer learning, case studies, PPT presentations, and current trends. Faculty members organize field visits, showcase subject-related videos and films, and participate in curricular workshops to enhance technical skills.

The IQAC is responsible for overseeing the following:

- Faculty members assign and assessed the assignments on schedule.
- Additional testing like surprise test, open book test etc and internal evaluations are carried out in accordance with the timetable established by the university as well as Institute

- The question papers are created in as per ther university format.
- Answer books are accurately and promptly evaluated
- Semester result displayed on notice board.
- Maintaining transparency throughout the assessment process.
- All grievances pertaining to assessments will be promptly and satisfactorily resolved.

IQAC role in recording the incremental improvement in various activities:

IQAC plays a major role in gradual improvement in different areas with the input of different stakeholders.

- The institution offers various extracurricular, co-curricular, sports, and extension programs for students' development, collaborating with IQAC, student council, committees, and departments for research, sports, seminars, and workshops.
- *Faculty members are empowered to deliver high-quality instruction by being encouraged to attend workshops, seminars, and conferences. Regular workshops are held on a variety of subjects that aid in improving the skills of instructors, such as workshops on IPR, ICT, and research projects.*
- *Institute, organizing intercollegiate competitions on various subjects in order to showcase the talents of the students during COVID as well as regularly.*
- *Supplying information for the Academic and Administrative AuditGreen Audit, energy Audit implementing the necessary changes as per the report.*
- IQAC took the lead in preparing for and obtaining ISO 9001:2015 Certifications. Such energy audits and green/environment audits.

- CCSIT has so far signed 13 functional MOUs with institutes, 6 with NGOs, and 5 with industries to carry out seminars, workshops, academic research, internships, industry visits, and extension activities.

Structures & methodologies of operations and learning outcomes at periodic intervals:

Student learning outcomes are the knowledge, skills, abilities, or attitudes expected from a learning experience or program. They are calculated through feedback and placement processes.

The university and Institute's websites provide COs, POs, and learning objectives for each programme, linked to learning outcomes. Attainment of program outcomes is calculated based on exam pass-to-appearance ratio, aiming to fill quality education gaps.

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

1. Safety and security

In order to guarantee safety and security on campus, the institution maintains 24/7 CCTV surveillance. Monitoring antisocial behaviour is beneficial. Both staff members and students at the institution continue to exercise caution when it comes to surveillance. Along with maintaining discipline, it gives students and even their guardians a sense of security. For the purpose of verifying their identification, students always carry identity cards. In every way, the institution looks out for its students. Additionally, a security guard is assigned at the college's entrance. Teachers are equally concerned about the protection and safety of their female students.

Discipline in campus

To ensure the safety and security of the students, the institution has a Discipline Committee. It also monitors the activities of the students within the institution as well as the work of all the staff members. The Discipline Committee upholds the zero-tolerance policy against taunting and ragging in HET's College of CSIT, which is widely circulated.

- **Parent teacher meeting**

To bring parents and teachers together, parent-teacher meetings are scheduled on a regular basis. Updates on the pupils' general growth and performance are provided during this meeting. Concerns raised by parents about their wards are also taken into consideration.

2. Counselling

- **Mentor-Mentee Program**

Mentors have been assigned with the duty of providing guidance and support to both male and female students. A group of twenty to twenty-five pupils are under the supervision of each mentor. If an issue arises, both boys and girls get individual counseling based on their needs.

- **Anti Sexual Harassment & Anti Ragging Committee**

The college also has active anti-ragging and anti-sexual harassment committees. It plans different

awareness-raising events. Counselors have been invited by the college to offer guidance and support to students. They routinely provide them with motivation and life guidance.

- **Women Development Cell**

The Institute has created a Women Development Cell. Ensuring a secure and supportive environment for female employees and students is the goal of the "Women Development Cell." Confidentiality and assistance are given to members of the college community who may have been abused physically or sexually. Additionally, it assists victims in filing complaints both formally and informally and guarantees prompt, fair resolution of the complaints.

1. Common Rooms

- There are distinct common rooms for boys and girls at the institute. These rooms are utilized for needs-based activities, lunch, and biological clock hours. Female students are provided with amenities such as sanitary pad vending machines and mirrors.

- **Open and transparent system**

Faculty and staff are hired and promoted through an open, transparent, and merit-only system. At our university, 80 % of the faculty members are women. Some of the senior academic and administrative posts in the institute are occupied by female faculty members.

1. Awareness program

Faculty members often arrange awareness activities, webinars, seminars on gender sensitivity, and International Women's Day on campus to raise awareness of women's concerns and promote women's empowerment. Attendance in gender-sensitization sessions is encouraged for female academics, staff, and students.

- **Active participation by female staff and student**

Female teachers and students are also actively engaged in the events and fests organized by the institution's different committees and organizations. Female students and faculty members are permitted to attend industry tours, technical exhibitions, and other events.

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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

Response:

The college plans and conducts numerous events to establish and promote an atmosphere for ethical, cultural, and spiritual values among students and staff in order to produce a country of young who are noble in their attitudes and morally responsible. Commemorative days are commemorated on campus with the initiative and assistance of management to foster a sense of oneness and social harmony among students and faculty. The institution believes in the equality of all cultures and traditions, as seen by students from many castes, religions, and regions learning without prejudice. Despite the institution's varied socio-cultural background and linguistic diversity, we do not tolerate cultural, regional, linguistic, communal socioeconomic, or other differences. The college and its faculty and staff celebrate cultural and regional festivals such as teacher's day, orientation and farewell, induction program, planting, Women's day, Yoga day, and festivals such as Ganesha Festival and Navratrotsav. Inspirational talks by renowned experts in the industry are planned to help students grow holistically, develop their personalities, and become responsible citizens who uphold the nation's ideals of social harmony, community peace, and national integration. We have established several robust infrastructures for a range of sports activities in addition to academic and cultural pursuits for the kids' physical development. This demonstrates the institute's efforts and endeavors to create a welcoming atmosphere for all people that is tolerant of and harmonious toward linguistic, cultural, geographical, socioeconomic, and other diversity.

The organization successfully fosters harmony amongst all those involved, regardless of their religious, caste, or philosophical convictions, through its practices and activities. By uniting staff and students from diverse backgrounds on one platform, the institute has created inclusive environments through a range of initiatives, including national festivals, observances of famous personalities' days, and NSS & DLLE events. These efforts aim to promote an ergonomic environment for all.

A responsible citizen must respect and follow the great ideas that inspired the nation's battle for freedom by adhering to the constitution and supporting its principles, the national flag, and the national anthem. Through a variety of activities, the institution helps students develop and strengthen their civic ideals, rights, obligations, and responsibilities. Programs like voter registration awareness, Swachha Bharat Abhiyan, anti-plastic awareness, women's empowerment, water conservation, tree plantation, and Constitution Day have all been carried out by the Institute. The institution encourages students to take part in residential camps run by the NSS and other programs that assist them understand the value of protecting the nation's cultural heritage. Motivating the pupils about their responsibilities and rights as citizens of the nation is another objective of the induction program. As responsible citizens, students also do numerous community services and benefit humanity and society. Every year, the Institute honors Republic Day and Independence Day on its campus. The NSS & DLLE unit strives to inspire students, and it consistently executes community service projects with success. seminars and workshops are organize by Prominent persons where they deliver talks on preserving the environment and morality, values, obligations, and responsibilities. Programs like Debates, poster presentations, and the induction program are organize on regular basis.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Title of the Practice: Cleanliness Activity at Veer Adivasi Wadi

Objectives:

Our cleanliness activity aims to raise awareness about cleanliness's importance in health, hygiene, and community well-being, instill responsibility, and foster community engagement. It also aims to contribute to environmental conservation by beautifying public spaces and preserving natural areas, ultimately creating a cleaner, healthier community.

Context

Cleanliness activities are crucial in maintaining a hygienic environment in homes, colleges, workplaces, and public spaces. They teach students about hygiene, promote cleanliness in workplaces, and encourage responsible waste disposal. These activities contribute to a healthy, safe environment, fostering responsibility, and contributing to the well-being of communities. They involve interactive sessions, demonstrations, and practical exercises.

The Practice

Keeping everything in mind in mind NSS department of HET's CCSIT decided to give a unique Diwali gift to the tribal area of Veer Adivasi Wadi with the help of Yuva Asmita Foundation. 35 NSS Volunteers painted 10 houses of the Adivasi people and clean the surrounding area of the houses. At the start of the event NSS Program Officer created awareness about cleanliness and its importance and benefits, Program Officer covered points are as follows:

Importance:

1. **Health and Hygiene:** Maintaining cleanliness helps prevent the spread of diseases. Regular cleaning of hands, surroundings, and personal items reduces the risk of infections and illnesses.
2. **Prevents Illness:** Clean environments reduce exposure to allergens, toxins, and germs, leading to a healthier life. It can prevent illnesses like allergies, asthma, and skin infections.
3. **Promotes Well-being:** Clean spaces contribute to mental and emotional well-being. A clean and organized environment can reduce stress and promote a sense of calm and relaxation.
4. **Boosts Productivity:** Cleanliness fosters a conducive atmosphere for work and study. A tidy space helps people focus better, leading to increased productivity and efficiency.
5. **Enhances Safety:** Cleanliness prevents accidents. Clutter-free spaces reduce the risk of tripping and falling. Proper disposal of waste also minimizes the chances of accidents and injuries.
6. **Positive Impression:** Cleanliness creates a positive impression on others. Whether it's a home, workplace, or public area, a clean environment reflects responsibility and care, leaving a lasting impression on visitors.

Evidence of Success

The campaign fostered civic pride and responsibility among citizens, ensuring the sustainability of cleanliness initiatives. The NSS Unit of CCSIT successfully organized cleanliness activities in remote areas. **Problems encountered and resources required**

1. **Lack of Awareness:** People might not be aware of the importance of cleanliness. Resources required: Educational materials, awareness campaigns, workshops.
2. **Insufficient Infrastructure:** Lack of proper waste disposal systems and sanitation facilities. Resources required: Funds for infrastructure development, construction materials, and skilled labor.
3. **Waste Management:** Inadequate waste collection and recycling facilities. Resources required: Waste bins, recycling plants, trained staff for waste segregation.
4. **Limited Resources:** Communities or organizations might lack funds or manpower for cleanliness activities. Resources required: Donations, volunteers, partnerships with NGOs or governmental agencies.
5. **Health and Safety:** Cleanliness activities can pose health risks, especially in dealing with hazardous waste. Resources required: Personal protective equipment (PPE), training on handling hazardous materials.

Conclusion: Addressing these problems requires a combination of financial resources, community involvement, education, and effective communication strategies. Tailoring approaches to specific communities and understanding their unique challenges is essential for successful cleanliness activities.

Title of the Practice: Festival celebration with special children

(Divyangajan) AT MUKTANGAN SCHOOL

1. Dahihandi Celebration Activity

2. Diwali Diya Decoration Activity

Objectives

- 1.1st Activity was Dahihandi celebration, the objective of this program is to create awareness among the students about their social responsibilities by taking an initiative for the special children from Mukangan.
- 2.2nd Activity was Diwali Diya Decoration. Creativity Enhancement: Encourage children to explore their creativity by decorating Diyas in unique and imaginative ways.
- 3.Sensory Stimulation: Engage multiple senses by allowing children to feel different textures of decoration materials, smell scented paints, and experience the colors visually.
- 4.Cognitive Development: Promote cognitive skills such as decision-making, color recognition, and pattern creation during the decoration process.
- 5.Social Interaction: Foster social skills by encouraging teamwork, sharing of ideas, and collaboration among the children.
- 6.Cultural Awareness: Teach children about the cultural significance of Diwali, its traditions, and the importance of Diyas in the festival.

Context

Dahihandi, a traditional Indian festival, is celebrated in Maharashtra, promoting cultural heritage. Special children can participate in a Diwali Diya decoration activity using clay diyas, paints, glitter, beads, and other materials. Facilitators guide them in simple techniques, fostering a supportive environment. This activity enhances fine motor skills, artistic expression, and cultural awareness. Providing a variety of decoration options ensures children with different abilities can participate and enjoy the activity.

Evidence of Success

This activity showcased exceptional teamwork, coordination, and spirit, making the competition both thrilling and entertaining. This ritual symbolizes unity, cooperation, and the triumph of good over evil. The event emphasized these cultural values, fostering a sense of community and shared tradition among the participants.

These activities often enhance their creativity, boost their self-confidence, improve fine motor skills, and provide a sense of accomplishment. Additionally, participating in social and creative activities like Diya decoration can foster a sense of community and belonging among special children. To find detailed evidence of the success of such activities, you might want to explore academic journals, educational research databases, or contact organizations that specialize in special education and child development. They may have studies, reports, or case studies showcasing the positive impact of Diwali Diya decoration and similar activities on special children.

Problems encountered and resources required:

During Dahihandi, Pyramid formation proved challenging due to limited motor skills, short attention span, sensory sensitivities, and safety concerns. Children with these issues may struggle with delicate diyas, requiring more communication and teamwork, and may struggle with fire safety.

Resources Required:

Large and Sturdy Diyas: Provide larger and sturdier diyas that are easier to handle, reducing the risk of breakage.

Adaptive Tools: Use adaptive tools like grip aids or specialized brushes that can help children with limited motor skills to decorate the diyas more easily.

Variety of Decorating Materials: Provide a variety of decorating materials such as acrylic paints, glitter, sequins, and stickers to cater to different sensory preferences and abilities

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Institutional Distinctiveness

Hirwal Education Trust is an organisation dedicated to promoting the holistic development of individuals by providing them with a top-notch education in a peaceful setting. We sincerely think that learning should take place outside of traditional classroom settings. We encourage our students to engage in extracurricular activities and host sporting, social, and cultural events on our campus in order to support their holistic and full development.

Professional Skill Based Education

- The institute strives to deliver professional/skill-based education to students from rural areas with socioeconomically underprivileged communities.
- The institute provides an ideal platform for students to develop their creative talents by fostering a research-based teaching and learning process. Teachers usually encourage students to understand things through a research-based approach, which ensures a deeper knowledge and a strong foundation for their future academics. The Institute is committed to the physical, moral, and cultural growth of its students, and it strives to prepare pupils for a competitive world.
- Students from the previous year have been admitted into several institutes for further education.
- The institute always supports teachers' professional and academic growth, and it has implemented new teaching and learning techniques to give students with the most up-to-date information technology resources.
- A number of the students have found decent jobs in government, semi-government, and commercial sectors.
- There is a significant development in the students' discipline and communication skills, and they are becoming more and more confident in their abilities and social duties.
- Institute provides various skill-based certificate courses from SWAYAM and other online platform which helps to develop communication skill, professional skills among the students and encourage them to learn new technologies.

Spacious Campus Surrounded by Peaceful Nature

Hirwal Education Trust's College of Computer Science and Information Technology has a spacious campus which is surrounded green landscaping of trees, greenery and peaceful nature. This encourages faculty and students to maintain mental equilibrium. A state-of-the-art facility surrounded by greenery encourages students to improve their infrastructure while promoting the idea of preserving environmental balance. It fosters a relationship between students and the surrounding environment and encourages environmental consciousness in the classroom.

Multidisciplinary Professional Courses

Hirwal Education Trust's College of Computer Science and Information Technology was established in 2009 with a mission to provide our rural students with a quality education that is job-oriented and affordable. Our college is affiliated with the prestigious Mumbai University and offers BSCIT, BCS, and BMS courses along with various skill-based and academic supplementary courses. We aim to instil confidence and aid in the personality development of our students through our programs.

Institute for Multi- Religious Students

At Hirwal Education Trust's College of Computer Science and Information Technology students from all over Mahad, Poladpur, Mangaon Taluka take admission for higher education in professional courses. Among all of these students almost 40-50% students belongs to Muslim Category, remaining students are from Hindu, Budhism, Gujrati and Jain religion. This multi –religious atmosphere in campus promotes peace and harmony among students and encourage them to understand each other's culture.

Maintenance of Green Campus

The college developed its Green Policy in light of the need to preserve the environment in the future for a sustainable, pollution-free, and healthy way of life on Earth. This aligns with the institution's mission. By planning a variety of events both on and off campus, the institution works to uphold this commitment rigorously by fostering environmental consciousness among students and, by extension, among society at large.

With passion and effort, the institution seeks to create a clean, green, and healthy environment. Strict guidelines are provided to the students on how to keep the campus green and tidy.

The college's Green Campus Policy envisions a Clean and Green Campus where green initiatives and education work together to encourage eco-friendly and sustainable behaviour both on and off campus. Instilling environmental ethics in the students and staff provide the institution with an additional chance to redefine its environmental culture.

Institute promote Women Empowerment

The institute supports the empowerment of women. In order to support this, the institute created a Women Development Cell for female employees and students, and appointed 80% of its workforce as women. This cell organises a variety of events during the academic year, such as workshops on self-defence, women's legislation and rights, health and cleanliness, and entrepreneur skill development.

Institute promote Community work

In order to accomplish the Institute's mission of "To encourage community driven activities by involvement of all stakeholders for overall lifestyle development of society in Mahad." Institute has conducted various community based extension activities on regular basis through NSS and DLLE associated with University of Mumbai. Through these extension activities, students are made more aware of societal concerns and are encouraged to recognise their responsibilities as responsible citizens. Throughout the academic year, the institute arranges a range of environmental awareness events, such as tree planting and cleanliness campaigns. Additionally, the institution organises skits and assigns students projects related to the status of women in society in order to promote the message of women's empowerment.

Accessible Place of Institution

At Hirwal Education Trust's College of Computer Science and Information Technology students from all over Mahad, Poladpur, Mangaon Taluka take admission for higher education in professional courses. Hirwal Education Trust's College of Computer Science and Information Technology located at Mumbai-Goa Highway which make this institution easily accessible from Mahad Bus Depot via bus, private vehicles, pedestrian and other transport facilities.

Fees in Installment

The college offers students the option to pay their academic fees in instalments, empowering them for

social entrepreneurship and vocational skills, ensuring accessibility and affordability for all students, preventing financial burdens.

Innovative Teaching Learning Process

- The institution aims to foster innovative thinking and creativity by offering educational facilities for students to showcase their ideas through various methods like group discussions, peer learning, PPT presentations, seminar-based learning etc.
- The institute implements a mentor-mentee programme to build relationships with students, providing personalized attention and counseling if needed. The mentor records each mentee's issues for future.
- The institute introduced remedial coaching to bridge the gap between advanced and slow learners, focusing on academic progress and fostering interest and morale for future improvement.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Compilation of NAAC Report – 2019

Recommendation for quality enhancement of the Institution.

1) Well quality and experiment teacher should be recruited

The institute recruited 24 PG qualified faculties in 2023-24 and 20 in 2022-23. HEI recruited the PG qualified teachers in the ratio is **15:1** student: teacher.

2) Add on and enrichment course along with value addition to the methodology of teaching learning process are suggested-

HEI took initiative on add on and enrichment courses during the assessment period, offered 4 autonomous courses and 24 Swayam syllabus based courses for the students.

3) Industry need based and job oriented UG programs to be started.

A) B. Sc. Chemistry Programme-

Since Mahad is situated near to Birwadi MIDC area. This MIDC is having chemical factories and these chemical industries requires graduate in chemistry, therefore, HET management took a decision to start B.Sc. Chemistry UG programme in 2019 year.

Thus, HET started Industry need based and job oriented UG programme i.e. B.Sc. Chemistry.

B) Industry Ready / Job Diploma Courses (Autonomous)

HET started Diploma Courses such as Diploma in Industrial Chemistry, Diploma in Artificial Intelligence, Diploma in e-business , E- Commerce **which are Industry ready / Job ready oriented courses.**

4) Communication skill and computer literacy among the students and increased use of ICT teaching learning and evaluation process must be adopted.

A) HEI offered Diploma in soft skills to the students.

B) In 2022-23, a 3:1 computer ratio was maintained among 273 students, aiming to improve their computer literacy.

C) The use of ICT in teaching has significantly increased, with 100% of classrooms equipped with ICT, and 100% of teachers also using it.

D) The University Sem VI and Sem V assessments are conducted entirely online by HET teachers, utilizing ICT for evaluation.

5) Perspective planning and strategy development of the college with website and computerized office is recommended

A) The HEI has successfully prepared and uploaded a comprehensive perspective planning and strategy development document for the college on its official website.

B). Computerized Office

- In college administration office has 3 PC , for administration office LAN internet with over 50 MBPS.
- About 50% administration work is paperless it is carried out by ICT advance system.

6) Recommendation for Quality Enhancement given by NAAC peer team.

A) Self appraisal of the teachers has to be evaluated properly and remedial measures to be taken. They should be encores goal and supported for taking research to enhance their career and competence.

Institution has taken self appraisal forms of the teachers. It has been evaluated remedial measures are taken, accordingly.

Over 80 research papers were published in an International Research Journal with a 6 impact factor and double peer review, and a multidisciplinary national research conference was held.

Concluding Remarks :

Education is a powerful tool for global transformation, focusing on providing quality, holistic education to enhance citizens' minds and prepare them for a bright future.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p>																																								
2.1.2	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>17</td> <td>15</td> <td>19</td> <td>25</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>12</td> <td>9</td> <td>18</td> <td>22</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>62</td> <td>42</td> <td>41</td> <td>44</td> <td>45</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>150</td> <td>150</td> <td>150</td> <td>90</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	28	17	15	19	25	2022-23	2021-22	2020-21	2019-20	2018-19	21	12	9	18	22	2022-23	2021-22	2020-21	2019-20	2018-19	62	42	41	44	45	2022-23	2021-22	2020-21	2019-20	2018-19	150	150	150	150	90
2022-23	2021-22	2020-21	2019-20	2018-19																																					
28	17	15	19	25																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
21	12	9	18	22																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
62	42	41	44	45																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
150	150	150	150	90																																					
2.4.1	<p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>2.4.1.1. Number of sanctioned posts year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>18</td> <td>14</td> <td>13</td> <td>14</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	20	18	14	13	14																														
2022-23	2021-22	2020-21	2019-20	2018-19																																					
20	18	14	13	14																																					

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	20	20	20	20

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	0	0

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	11	16	12	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	7	12	11	11

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

Answer before DVV Verification : 23

Answer After DVV Verification :21

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

4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary**

year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2.73	0	0	1.74	2.03

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0.96	1.48

4.3.2

Student – Computer ratio (Data for the latest completed academic year)**4.3.2.1. Number of computers available for students usage during the latest completed academic year:**

Answer before DVV Verification : 75

Answer after DVV Verification: 75

4.4.1

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6.72	1.14	2.32	3.79	2.52

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.72	0.40	0.19	1.19	1.12

5.1.2

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

5.1.4

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
69	29	05	25	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
07	09	00	09	02

Remark : As per supporting documents

6.2.2 ***Institution implements e-governance in its operations***

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

	<p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>																																								
<p>6.3.3</p>	<p>Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years</p> <p>6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 551 1046 685"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>26</td> <td>10</td> <td>13</td> <td>4</td> <td>1</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 763 1046 898"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>24</td> <td>09</td> <td>12</td> <td>02</td> <td>1</td> </tr> </table> <p>6.3.3.2. Number of non-teaching staff year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 976 1046 1111"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>07</td> <td>7</td> <td>7</td> <td>7</td> <td>7</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1189 1046 1323"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>07</td> <td>7</td> <td>7</td> <td>7</td> <td>7</td> </tr> </table> <p>Remark : Considering only 5 days workshops</p>	2022-23	2021-22	2020-21	2019-20	2018-19	26	10	13	4	1	2022-23	2021-22	2020-21	2019-20	2018-19	24	09	12	02	1	2022-23	2021-22	2020-21	2019-20	2018-19	07	7	7	7	7	2022-23	2021-22	2020-21	2019-20	2018-19	07	7	7	7	7
2022-23	2021-22	2020-21	2019-20	2018-19																																					
26	10	13	4	1																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
24	09	12	02	1																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
07	7	7	7	7																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
07	7	7	7	7																																					
<p>6.5.2</p>	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented 2. Academic and Administrative Audit (AAA) and follow-up action taken 3. Collaborative quality initiatives with other institution(s) 4. Participation in NIRF and other recognized rankings 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc. <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>																																								
<p>7.1.2</p>	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 1. Alternate sources of energy and energy conservation measures 2. Management of the various types of degradable and nondegradable waste 																																								

	<p>3. Water conservation 4. Green campus initiatives 5. Disabled-friendly, barrier free environment</p> <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <p>1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1032 986 1146"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>18</td> <td>14</td> <td>13</td> <td>14</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1227 986 1341"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>18</td> <td>14</td> <td>12</td> <td>13</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	20	18	14	13	14	2022-23	2021-22	2020-21	2019-20	2018-19	19	18	14	12	13
2022-23	2021-22	2020-21	2019-20	2018-19																	
20	18	14	13	14																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
19	18	14	12	13																	