



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**KAL.BAHUSAHEB HIRAY SAMARNIKA SAMITI TRUST'S
INDIRA COLLEGE**

**GOLIBAR MAIDAN, DABHADI ROAD, MALEGAON CAMP, MALEGAON
423105**

www.indiracollege.org

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

K.B.H.S.S.Trust's Indira College formerly known as College of Computer Applications (BCA), Malegaon Camp, Malegaon, and Dist- Nashik is affiliated to S.N.D.T women's University, Mumbai. Established in the year 2008, it is a leading educational institution which offers undergraduate professional courses that is Bachelor of Computer Applications (BCA) and post graduate course that is Master of Sciences in Computer Science (M.Sc. in Computer Science).

Our Indira College is situated in a blossoming environment with adequate infrastructural facilities for academic and personal growth of the students through various co-curricular and extra-curricular activities in the sphere of sports and cultural activities.

The college has an adequate number of classrooms, laboratories, computer laboratory, a well stacked library and a playground of its own to give impetus to a rounded growth of its students. We have smart classrooms in order to provide access to the state of- the-art teaching-learning methodology to the students.

The institute has well-qualified, experienced & dedicated faculty. We have spacious classrooms with audio-video aids for theory and advanced laboratories for practical training.

We encourage our students to take part in various co-curricular activities, extracurricular activities and community works; as such experiences enrich and make them more responsible. A lot of our alumni are occupying coveted positions in various reputed industries.

Vision

To create an excellent environment where girls are respected, admired and are empowered to lead in the global field of computer science and technology.

Mission

M1: To create leaders by engaging the mind, stimulating the sprit and self-confidence.

M2: To Prepare students from diverse backgrounds to have ability and spirit of Professionalism.

M3: To bring computer education to every girl in the locality by delivering high-quality technical education at an affordable price to girls of all backgrounds.

M4: To provide students with the knowledge, skills, and values necessary to become successful and ethical IT professionals.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Exclusive focus on Computer degree:The College's specialization in Computer degree programs positions it as a niche institution, offering comprehensive education in a specific field. By offering a specialized degree in Computer, we can tap into the growing demand for IT professionals in various industries. We provide a specialized field of study that aligns with the demands of the modern workforce and technology-driven industries. This can attract students who are interested in pursuing careers in computer science and related fields. This can provide excellent career prospects for our students

Addressing the needs of rural girls: By providing higher education opportunities for girls in a rural area, the college fulfils a critical social need and contributes to women empowerment.

Dedicated and Qualified faculty: The College boasts a team of qualified, dedicated and experienced faculty members who are well-equipped to deliver quality education and mentor the students effectively. Our college has a team of qualified and experienced faculty members who are passionate about teaching and mentoring, it can significantly contribute to the quality of education and enhance the learning experience of students.

Modern infrastructure: The presence of up-to-date computer labs, software, and other technological resources enables students to gain hands-on experience and keep pace with the latest industry trends.

Focused on girls: Being a girls-only college, we have the advantage of catering specifically to the educational needs and aspirations of young women, creating a supportive and empowering environment for their growth and development.

Location: Being situated in a rural area of Maharashtra, we can leverage the advantage of providing education to girls who might otherwise face limited opportunities or challenges in accessing higher education. Being situated in a rural area, our college can offer a peaceful and serene environment, away from the hustle and bustle of the city. This can be appealing to students seeking a calm and focused learning atmosphere.

Community engagement: Given the rural setting, there may be opportunities to establish strong ties with the local community. Engaging with local businesses, organizations, and social initiatives can provide practical exposure to students, potential internship opportunities, and contribute to the overall development of the community.

Institutional Weakness

Limited program diversity: Since the college focuses exclusively on Computer degrees, students interested in pursuing other fields may need to seek education elsewhere, limiting the college's appeal.

Potential transportation issues: Rural areas often lack adequate public transportation, which may pose a challenge for students commuting to the college.

Limited resources: Rural areas often face challenges in terms of infrastructure, funding, and availability of resources. Ensuring that the college has adequate facilities, equipment, and resources to deliver quality education might be a challenge.

Limited exposure: The rural location may limit the exposure of students to the latest industry trends, technology advancements, and professional networking opportunities available in urban areas. Efforts should be made to bridge this gap through partnerships, industry collaborations, and arranging guest lectures.

Perception and awareness: There might be a lack of awareness or misconceptions among parents and students about career prospects from a rural-based college and our S.N.D.T women's University. It is important to address this perception gap through effective marketing and communication strategies.

Limited location diversity: Due to the rural location and the focus on girls, the college might have limited diversity in terms of student backgrounds, perspectives, and experiences. Exposure to a diverse student body can contribute to a well-rounded education.

Institutional Opportunity

Growing demand for technology professionals: With the increasing reliance on technology in various sectors, there is a growing demand for skilled professionals in the field of computer applications. Our college can tap into this opportunity by producing well-trained graduates who can fill the talent gap.

Collaborations with local businesses: The College can establish partnerships with local businesses and industries to facilitate internships, industry visits, and potential job placements for its students, enhancing their employability.

Government support and initiatives: The government of Maharashtra or other relevant authorities might have programs or schemes aimed at promoting education in rural areas. Exploring and leveraging these initiatives can help in securing funding, infrastructure development, or other forms of support for our college.

Scholarships and financial aid: The College can explore opportunities to secure scholarships, grants, or sponsorships from government organizations, non-profit foundations, or corporate entities to support students from economically disadvantaged backgrounds. There may be scholarships or financial aid opportunities available for students from rural areas or for girls pursuing higher education. Identifying and promoting such opportunities can help attract talented students who might otherwise face financial constraints.

Community engagement: As a college situated in a rural area, we have the opportunity to actively engage with the local community. This can include organizing outreach programs, skill development initiatives, and awareness campaigns, thereby fostering goodwill and building strong community relationships.

Institutional Challenge

Competition from neighbouring institutions and Pune University: Other colleges affiliated to Pune University, both rural and urban, offering similar programs pose a challenge in terms of attracting prospective students.

Changing industry requirements: The rapid pace of technological advancements demands the college to adapt its curriculum and teaching methodologies to ensure graduates possess the relevant skills and knowledge required by the industry.

Socio-cultural barriers: Some families in rural areas may still prioritize traditional roles for women, which could lead to lower enrolments rates and resistance to higher education for girls.

Brain drain: Graduates from rural areas, especially talented individuals, might be more inclined to seek employment or higher education opportunities in urban areas or metro cities like Pune, Mumbai or Cities like Nashik. Implementing career counselling services and creating opportunities for internships and placements can help retain talented graduates within the local community.

Retention and placement challenges: Ensuring that students complete their degree programs and secure good placement opportunities can be a challenge. Fostering a supportive and engaging learning environment, offering career counselling, and establishing strong industry connections can help address these challenges.

Technological advancements: The field of computer applications is continuously evolving, and staying up to date with the latest technology trends can be challenging. It's important to invest in regular training and professional development opportunities for faculty to ensure that students receive relevant and up-to-date education.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

K.B.H.S.S. Trust's Indira College is an affiliated institution following the curriculum provided by SNDT Women's University, Mumbai. The college adheres to the university's academic schedule, planning its term dates and vacations accordingly.

The college prepares its academic calendar based on the information received from the university. Students are informed of their schedules through notices posted on the notice board. Additionally, individual faculty members' timetables, including their workload, are also displayed publicly.

Moreover, the college has implemented a comprehensive feedback system to gather opinions on the curriculum, teaching methods, and infrastructure from various stakeholders, including students, parents, employers, teachers, and alumni. The feedback reports undergo careful analysis, and the suggestions derived are communicated to the relevant authorities and the management through action taken reports.

Teaching-learning and Evaluation

As the sole women's college offering a degree in computer education in the region, our institution attracts students from diverse areas within Malegaon and Satana Taluka. We take pride in providing a comprehensive educational experience, focusing on the holistic development of our students. To achieve this, the college organizes various need-based programs, paying special attention to students who may need additional academic support.

The Internal Quality Assurance Cell (IQAC) diligently oversees the teaching and internal examination schedules, ensuring their alignment with the academic calendar. The college has established a well-structured internal examination policy aimed at evaluating students' performance regularly. This policy encompasses a range of assessments designed to gauge different abilities, including comprehension, application, presentation skills, and analysis, thus fostering a multifaceted learning environment.

Research, Innovations and Extension

Faculty members have contributed significantly to academia by publishing research papers in State, National, and International journals. Moreover, students are actively encouraged to engage in research activities, write research papers, and participate in conferences and research competitions.

In addition to individual research initiatives, the college has established Memorandums of Understanding (MoUs) to facilitate collaborative efforts in research and academics. These agreements foster partnerships with external entities for mutual growth and knowledge exchange.

Furthermore, the college is committed to community development through various extension activities. Each year, initiatives such as medical check-up camps, tree plantation drives, health and environment awareness programs, as well as cleanliness drives are undertaken. These activities not only benefit the local community but also instill a sense of social responsibility in the students.

Infrastructure and Learning Resources

The college boasts comprehensive infrastructural facilities to support a wide range of activities including curricular, co-curricular, and extra-curricular pursuits. Situated on a spacious campus, the college is well-equipped with numerous classrooms, seminar halls, and computer laboratories, all of which come with internet connectivity. Additionally, there are sports facilities, a staff room, an examination cell, and an administrative office.

The institute provides ample resources for cultural activities, and for outdoor sports, there is a dedicated playground. Classrooms are equipped with ICT tools, internet, and Wi-Fi, enhancing the learning experience. LCD projectors are available for interactive teaching sessions.

The college has Annual Maintenance Contract (AMC) to ensure the regular upkeep of computer and IT facilities. On-call electricians are readily available for any electrical maintenance needs. Clean drinking water facilities are accessible throughout the college premises, and to enhance security, CCTV cameras have been installed.

Student Support and Progression

Our college has consistently prioritized the needs of our students, making them the focal point of our institution. Recognizing students as the primary stakeholders, we have implemented measures focused on their empowerment, inclusive practices, and skill development. The college organizes a wide array of academic and extracurricular activities, aiming at the holistic growth and progress of our students.

To ensure financial support, all available Centre/State Government scholarships and freeships for SC/ST/OBC/minority students are actively promoted. We keep our students informed about application dates and criteria, and the MAHADBT scholarship application link is easily accessible on our college website.

In terms of placements, our Placement Cell goes the extra mile by organizing training programs, inviting guest lecturers, and facilitating campus recruitment drives. Additionally, various support structures such as the Students' Council, Students' Grievance Cell, ICC (Internal Complaints Committee), and Anti-Ragging mechanisms are in place to address students' concerns. Students also actively participate in the administration and organization of events through various committees.

Furthermore, our commitment to our students extends beyond graduation. Many of our alumni have excelled in diverse fields, bringing pride to our college. They continue to engage with us by organizing activities and serving as valuable resource persons, enriching the college community with their experiences and expertise. Our college remains dedicated to fostering the overall growth and success of every student who passes through our doors.

Governance, Leadership and Management

The college's vision and objectives are firmly grounded in a commitment to excellence, encompassing the achievement of educational goals and the cultivation of 21st-century skill sets through a diverse array of academic, co-curricular, and extracurricular activities. To uphold these ideals, the college has meticulously selected a team of qualified staff dedicated to providing the highest quality education. Various committees, including the College Development Committee, IQAC (Internal Quality Assurance Cell), and several statutory and administrative committees, have been organized to ensure the smooth and effective functioning of the institution.

To streamline essential functions such as administration, finance, accounts, admissions, and examinations, the college employs cutting-edge software solutions.

The IQAC, structured in alignment with NAAC guidelines, holds regular meetings to make informed decisions regarding the organization of professional development initiatives. These initiatives include training programs, seminars, conferences, and workshops tailored for both teaching and non-teaching staff, aimed at enhancing their knowledge and skills. Faculty members, whether in teaching or administrative roles, are actively encouraged to participate in professional development courses, seminars, conferences, and workshops to foster continuous growth and learning.

Institutional Values and Best Practices

In an effort to conserve energy, the college has replaced old tube lights with energy-efficient LED bulbs/lights and has installed solar panels. The campus boasts abundant greenery, featuring a lush vegetal cover and a well-maintained green landscape. The college has conducted Green Audit and Energy Audit to assess its

environmental impact. Additionally, initiatives like a plastic-free drive in classrooms contribute to maintaining a clean campus environment.

The college actively observes National and International days to instill universal values in students.

The college campus is monitored round the clock through CCTV surveillance. Within the campus, there are internal mechanisms in place, such as the Internal Complaint Committee and the Student-Teachers Grievances Committee, to address concerns effectively. Entry of outsiders is strictly regulated, requiring proper authorization for access. Students have access to well-equipped common room, and the college offers counselling services for students, teachers, and administrative staff.

Moreover, the institution pioneers various best practices, including ICT-based teaching methods to enhance the quality of education and learning. Additionally, the college is dedicated to promoting computer education in tribal regions, aiming to integrate tribal students into the mainstream of computer education.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KAL.BAHUSAHEB HIRAY SAMARNIKA SAMITI TRUST'S INDIRA COLLEGE
Address	Golibar Maidan, Dabhadi Road, Malegaon Camp, Malegaon
City	Malegaon City
State	Maharashtra
Pin	423105
Website	www.indiracollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Tushar Sharma	02554-251177	9011946963	-	hiraybca@gmail.com
IQAC / CIQA coordinator	Gokul Hiray	-	8329560424	-	gokulhiray@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	Smt. Nathibai Damodar Thackersey Women's University	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	Golibar Maidan, Dabhadi Road, Malegaon Camp, Malegaon	Rural	5	2820.3

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	BCA,Computer	36	HSC	English	216	207
PG	MSc,Computer	24	Bachelor	English	120	76

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	1				3				9			
Recruited	0	0	0	0	1	0	0	1	2	7	0	9
Yet to Recruit	1				2				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				4
Recruited	4	0	0	4
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				1
Recruited	1	0	0	1
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	1	0	0	2	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	0	6	0	6
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	0	0	0	0
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	1	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	0	0	0	0	0
	Female	207	0	0	0	207
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	76	0	0	0	76
	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	0	0	0	0
	Female	28	31	24	29
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	16	27	24	14
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	115	81	61	92
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	65	66	53	52
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	14	11	7	7
	Others	0	0	0	0
Total		238	216	169	194

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>In our capacity as an affiliated college, we have wholeheartedly embraced the directive set forth by S.N.D.T Women's University Mumbai to incorporate interdisciplinary and multi-disciplinary courses into our curriculum. Guided by the model curriculum outlined by "CHETNA" of S.N.D.T Women's University Mumbai, our institution has taken significant steps to integrate a diverse range of multidisciplinary and interdisciplinary courses into our academic programs. This integration is not limited to specific streams but spans across various disciplines, including management, basic sciences, humanities, social sciences, and engineering. Following the visionary model curriculum proposed</p>
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	<p>by "CHETNA," we have strategically woven these interdisciplinary and multi-disciplinary courses into our academic fabric. This approach fosters a holistic learning experience, encouraging students to explore subjects beyond the confines of traditional disciplines. By integrating management courses, foundational science courses, humanities, social sciences, and engineering courses, we provide students with a well-rounded education that transcends conventional boundaries. One of our primary goals is to prepare our students for the challenges of the modern world. To this end, we have developed a robust framework for skill development. Through a myriad of skill development activities, our students are extensively trained in new age skills. By nurturing these skills, we empower our students to excel in diverse professional settings and adapt to the dynamic demands of the contemporary job market. This interdisciplinary approach enables students to connect ideas across disciplines, encouraging creative problem-solving and promoting a deeper understanding of complex real-world challenges.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>At our college, we have embraced a forward-thinking approach to academic records management. Every enrolled student has been registered with the National Academic Depository (NAD), a pioneering initiative in the realm of education. Through this registration, each student has been assigned a unique ABC ID. This digital identifier serves as a gateway to store and access the credit scores obtained by students through an online platform. By harnessing the power of technology, we are ensuring that our students' academic achievements are securely recorded and easily retrievable. Our college stands poised to implement the Academic Bank of Credits (ABC) in adherence to the guidelines provided by our affiliating university. The ABC system is a revolutionary concept that facilitates the accumulation and exchange of academic credits earned by students. This system encourages a flexible and student-centric approach to education. As per the guidelines, our institution is fully prepared to implement ABC, ensuring that our students' educational endeavors are duly recognized and can be seamlessly transferred or utilized in future educational pursuits.</p>
<p>3. Skill development:</p>	<p>Recognizing the growing demand for new age skills</p>

	<p>in the job market, our college has taken proactive measures to prepare our students for the challenges of employability in the modern world. We have initiated a series of comprehensive skill development programs tailored to equip students with the essential competencies sought after by employers today. Students at our college are strongly encouraged to actively participate in a diverse array of skill development activities. These programs are designed to nurture a wide range of skills including technical proficiencies, communication abilities, problem-solving techniques, and leadership qualities. Through these activities, students not only enhance their skill set but also earn certifications that significantly bolster their employability prospects. We believe that a well-rounded education encompasses more than just technical expertise. Therefore, we expose our students to constitutional ideas, professional ethics, and human values through a series of engaging workshops, seminars, and expert lectures organized by the college. Our students actively engage in workshops and seminars that delve into constitutional principles, fostering an understanding of the legal and ethical framework that governs professional practices. Furthermore, our initiatives aim to instill human values and social responsibility in our students. By actively participating in workshops and discussions, they gain insights into social issues, ethical dilemmas, and cultural diversity. This exposure not only enriches their perspectives but also nurtures empathy, tolerance, and a sense of responsibility towards the community. Through our holistic approach to education, we are not just preparing students for jobs; we are shaping them into responsible, ethical, and socially conscious professionals. In a rapidly changing work environment, these qualities are invaluable. Our commitment lies not only in securing employment for our students but also in shaping them into well-rounded individuals capable of contributing positively to society. Through these initiatives, we are dedicated to empowering our students with a comprehensive skill set and a strong ethical foundation that will serve them well in their professional and personal lives.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using</p>	<p>The college has taken significant strides in integrating the essence of Indian knowledge into its</p>

<p>online course):</p>	<p>academic environment. One of the notable initiatives is the establishment of a dedicated corner within the library, hosting an extensive collection of books and novels in various Indian languages. This carefully curated selection allows students and staff members to delve into the richness of Indian literature, exploring the depths of knowledge and creativity in their mother tongues or languages of their choice. By providing this diverse linguistic landscape, the college not only promotes language preservation but also nurtures a deep sense of cultural appreciation and identity among its academic community. Furthermore, the college actively encourages both students and staff to engage with these literary resources, fostering a culture of reading and intellectual exploration. This initiative not only enhances language proficiency but also enables individuals to connect with the profound literary heritage of India, spanning across different regions, traditions, and cultures. In addition to the literary enrichment, the college conducts a series of workshops and seminars aimed at sensitizing faculty and students about the diverse tapestry of Indian cultures. These events serve as platforms for dialogue, learning, and mutual understanding, allowing participants to gain insights into the multifaceted aspects of Indian heritage. By encouraging these interactions, the college promotes cultural awareness and respect among its academic community, fostering an inclusive and harmonious atmosphere within the campus. The institution's commitment to culturally responsive practices is evident through these endeavors. By embracing the linguistic and cultural diversity of India, the college not only provides valuable educational resources but also nurtures a sense of pride and belonging among its students and staff. This holistic approach to incorporating Indian knowledge creates an enriching academic environment, where learning extends beyond textbooks, encompassing the vibrant tapestry of India's languages, literature, and cultures. In doing so, the college not only educates but also empowers its community to appreciate and preserve the invaluable heritage of the country.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The college is deeply committed to fostering an environment of continuous improvement and teamwork, ensuring a holistic learning experience</p>

through Total Quality Management. With a vision to establish itself as a hub of scientific and technological learning, the institution places a strong emphasis on Outcome-Based Education (OBE). Recognizing the paramount importance of OBE in today's educational landscape, the college has invested in comprehensive training programs for all faculty members. This initiative marks a shift from traditional teacher-centric methods, focusing instead on student-centered approaches to education.

Implementing Outcome-Based Education (OBE): Outcome-Based Education (OBE) serves as a foundational framework, ensuring that students acquire the essential graduate attributes encompassing knowledge, skills, and qualities vital for their post-education endeavors. Our college has strategically identified key areas to facilitate the attainment of these attributes:

Academic Excellence: The curriculum, meticulously designed by the university, promotes analytical thinking and problem-solving skills among students. Cutting-edge technology courses such as Data Science, Internet of Things, and Robotics have been integrated into the curriculum, aligning education with emerging technological trends. Embracing online tools for teaching and learning has become integral, enhancing the accessibility and effectiveness of the educational process.

Social Consciousness: The institution actively promotes engagement in various extension activities, encouraging faculty and students to contribute to society. Participation in such activities instills a sense of social responsibility, environmental consciousness, and a commitment to sustainability among students.

Communication Skills and Teamwork: Proficiency in language, particularly English, is increasingly vital for employability across various sectors and for pursuing advanced studies. To address this need, the curriculum includes courses focusing on English communication skills and employability skills.

Empowering Lifelong Learning: Through a holistic approach encompassing academic excellence, robust research and development endeavors, social consciousness, and the cultivation of effective communication skills and teamwork, the institute is dedicated to instilling lifelong learning abilities among its students. By fostering these attributes, the college prepares students not just for their immediate academic and professional

	challenges but equips them with the skills and mindset necessary for continuous learning and growth throughout their lives.
6. Distance education/online education:	At our college, to facilitate continuous education and skill enhancement, we actively encourage our students and faculty to engage in various certification courses offered by reputable platforms such as SWAYAM, Coursera and CHETNA. These courses, spanning a wide array of disciplines, provide valuable opportunities for our academic community to expand their knowledge, acquire new skills, and stay abreast of the latest developments in their respective fields. Recognizing the importance of providing a well-rounded education, we offer our students the flexibility to explore their interests through elective courses. Through our collaboration with CHETANA (Centre For Holistic Education, Training And Novel Advancements) of SNDT Women's University in Mumbai, students have the unique opportunity to choose two elective courses. This initiative not only broadens their academic horizons but also allows them to delve into specialized areas of study that align with their passions and career aspirations. By encouraging our students and faculty to actively participate in these certification courses and elective programs, we foster a culture of continuous growth and learning within our institution.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	No
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?	No
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	No

<p>ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>No</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>No</p>

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
238	216	169	194	191

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: 9

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
9	5	5	5	5

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
9.85	7.01	5.60	16.57	25.25

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:

Our college, being a part of S.N.D.T. Women's University, adheres to the syllabus provided by the parent university. Within the framework of established academic structures, our college strives to adoptive innovation in academic planning and deliver effective educational programs to our students. The following highlights our innovative approaches to curricular planning. Academic processes are streamlined with the help of University's Academic Schedules issued every year, College Academic Plans, Time Tables, Teaching plans, Lab Plans etc. Additionally, we organize Orientation Programs to acquaint first-year students with our faculty and instructors, ensuring they are well-informed about their academic mentors. The college offers technologically advanced infrastructure to all students, facilitating their active participation in a conducive teaching and learning environment. In addition, we offer specialized certificate courses in collaboration with other private organizations to students seeking additional knowledge, thereby enhancing their academic proficiency. At the start of each semester, we create timetables, and our dedicated faculty members rigorously adhere to their respective schedules to ensure the efficient execution and seamless operation of class activities without disruption. Our staff is strongly encouraged to carefully plan the administration of unit tests, internal university examinations, and other co-curricular events. Reports related to examinations and student attendances are collected at the end of each semester, and a comprehensive analysis of student progress is conducted. Internal Assessment is done by observing student's performance through Unit Tests, Viva, discussions during lectures etc.

File Description	Document
Upload 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: 5

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

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 31.35

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
144	63	0	56	53

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:

Our college integrates crosscutting issues through curriculum given by university.

In these we have enrichment course like IPR and Cyber Law which add professional values business ethics in students. The intended learning outcomes of these course are to identify concepts of business ethics, professional values and describe Indian ethical practices in marketing, advertising and Employment. We also celebrate different days like Yoga day, Women's day, and National integrity and unity related various activities which create awareness among students. To inculcate human values and gender sensitization related programs like counselling, self-defence training and personality development are encouraged. The compulsory course 'Environment Studies' introduces its multidisciplinary nature and also emphasizes renewable and non-renewable resources and problems associated with the environment. While teaching the syllabus relevant topics related to human values, professional ethics, gender issues, environment and sustainability are discussed and students are given up to date information. In this way we strive to create awareness among our students. Some activities conducted like;

1. Gender

Numbers of programs are conducted for women and girl students such as woman health hygiene, health check-up camps. The committee for Woman Anti-harassment and internal complaint committee organize programs on Woman Empowerment, Laws for Woman, Women's Day etc. Major gender issues are focused and addressed through the activities like Rangoli competitions on theme Save Girl Child, Women safety etc.

2. Environment and Sustainability

We already have a subject called "Environmental Science and RTI" included in our syllabus. Seminars/speech is organized through students to create awareness about nature, biodiversity, environment and sustainability. Different activities have been initiated by the college to save environment such as Tree Plantation, Cleanliness Campaigns etc.

3. Professional Ethics and Human Values

We already have a subject called "Intelligent Property Rights, Patents and Cyber Laws" included in our syllabus. Students are offered courses such as Cyber security, Organizational Behaviour, and Business Ethics to cultivate their understanding of professionalism, human values, behavioural and ethical concerns, as well as to equip them with the knowledge to safeguard against cyber bullying and fraudulent activities.

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 6.3**1.3.2.1 Number of students undertaking project work/field work / internships**

Response: 15

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: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 93.57

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
72	72	47	66	63

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
72	72	66	66	66

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: 100

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
37	37	34	34	34

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
37	37	34	34	34

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: 26.44

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:

For enhancing learning experiences the faculty members adopt many ways like, Lecture method, Interactive method, Project and Field work method, Computer-assisted method, Experiment method, Question answer method, Problem solving method etc.

Teaching and learning activities are made effective by these following practices;

Black Board Method: Many faculty use the conventional black-board presentation methods, especially where they teach mathematics. Also, some teachers use power point presentations and computer-based materials. For, they use the lectures of you-tube to make learning interesting besides the conventional oral presenting methods.

Interactive methods: The faculty members make learning interactive with students by motivating student participation in group discussion, subject quiz, news analysis, discussion and questions and answers on current affairs, etc. Class room discussion in various topics is done on recent societal issues related with academic subjects.

ICT Enabled Teaching: It includes internet and Wi-Fi enabled class rooms with LCD projector, screen etc. Some faculty use power point presentations and computer-based materials. And also some faculty use the videos of you-tube to make learning interesting besides the conventional oral presenting methods. The institution has the essential equipment to support the faculty members and students.

Group Learning Method: Group discussion is conducted on given subject topic. This method is adopted through WhatsApp group. Also staff share their notes and Study material through this method. WhatsApp groups are made by the concerned teacher to share the information and communicate with each other.

Participatory Learning: Students participate in different activities such as seminars, group discussions, projects, and skill-based add-on courses. Students are encouraged to participate in activities where they can use their specialized technical or management skills.

Annual Cultural Program: This is organized every year for the students of the college to give an opening to their creativity. In this different type of contest and cultural events like, Language games, Poster presentation, dance are organized.

Teachers carefully combine student centric methods like experiential, interactive and lecture methods. ICT is used optimally in every method adopted. Seminars and workshops on relevant topics are arranged to acquaint the students with the changes taking place in their discipline and to obtain deeper insights in their respective subjects.

Prominent scholars and experts from corporate circles are invited to deliver lectures on recent developments and emerging trends in various fields.

Much before the pandemic, teachers were trained in using ICT enabled blended method of teaching and learning. A course in using computers for students built the capacity to use ICT mode of teaching - learning.

Students are actively involved in creating and running handles on various social media platforms like Instagram and Facebook. College encourages students to enroll for courses offered by CHETANA

(certification tie-up with S.N.D.T.Women's University), SWAYAM, NPTEL, COURSERA and other MOOC platforms. To motivate students teachers also enroll for the same course. To enhancing learning experiences, institution Signed MoU with Companies. To Develop Concentration through Yoga and Meditation, timely Sessions were organized. Soft skills workshop and seminars are arranged.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 72.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	8	8	8

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

2.4.2

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

Response: 17.24

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

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

File Description	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 institute has devised an efficient mechanism to deal with examination related grievances which is transparent in the pattern and conduction of Exam and rectification of grievances is time bound.

College follows strictly the guidelines and rules issued by the affiliating S.N.D.T. Women's university, Mumbai while conducting internals and semester-end examinations.

The Institute organizes Induction and Orientation Program for newly admitted students and their parents during which the Principal, and staffs also the College Examination Cell In-charge explain about the scheme of examination, evaluation system and passing criteria.

To ensure the transparency and curb the malpractices the College theory end examinations are conducted with rules lead by University. The end examination for the laboratory and projects are conducted with internal and external examiner appointed from the other colleges as appointment by the University or college.

Efforts are taken by the institute authority to have transparency in the internal assessment through;

- Constituting the Examination Committee.
- Preparing Time Table for internal examination.
- Preparation and submission of Question paper by subject teachers for internal examination
- Unit wise question bank is provided to the students.
- Students have been given ample opportunities to discuss issues regarding test performance with the concerned teacher.
- To monitor the student progress, institute has the continuous internal evaluation system, which consists of theory and practical class attendance, performance in lab practical's, assignments, tutorials and internal examination (Two Unit Test per Semester).
- Each laboratory experiment is evaluated according to following criteria:
 - Lab Attendance – 4 marks
 - Observations, Conclusion and time bound submission – 4 marks

- Oral – 2 marks
- Internal examination answer papers are evaluated, evaluated paper are shown to students and immediate feedback is given to the student.
- Result of internal examination is displayed on notice board, shared in WhatsApp group of students and is also communicated to parents.

Re-examination for internal assessment is conducted for those students who are absent in internal examination due to genuine reasons or participation in extra-curricular activities representing our Institution. Within a time bound the Internal Assessment marks are entered in the University web portal.

College level Grievances: Mechanism to deal with Internal Examination grievances is transparent, time bound and efficient.

To address such grievances following procedure is followed:

1. Internal examination related grievances are forwarded to College Exam committee where Principal is Chairperson.
2. Internal marks are displayed on Notice board and circulated on official WhatsApp groups for information of students.
3. Students take note of it and raise query or doubt (if any) to concern Teacher. Teachers verifies the marks and address the query till they get satisfy.

At University Level Grievances: If students have grievances related to evaluation of answer paper/sheet, it is intimated to the concerned faculty and Exam Superintendent for further action. Students can apply for revaluation and photocopy of their answer paper/sheet within a week from the declaration of results if they are not satisfied with their results to the University. The results of revaluation is announced by the university as per their norms.

File Description	Document
Upload 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:

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

College runs two programs Bachelor of Computer Applications (B.C.A) and M.Sc. in Computer Science which are affiliated to SNDT Women's University, Mumbai.

All Programs follows credit based semester pattern. The syllabus of the programs is designed by BOS of S.N.D.T Women's University. The course objectives and course outcomes are given in syllabus provided by university. The college follows the course outcome stated by affiliated university in programme syllabus. The outcome of program is readily available for reference on Website. College's Local Management Committee (LMC) and College Development Committee (CDC) always supports quality initiatives taken by IQAC committee, also take keen interest to observe the outcome of Technology oriented Programmes.

Every Year College conducts induction and orientation program for First Year students. During program Principal introduces Vision, Mission and objectives of college and also focuses on PO of learning BCA, and M.Sc. (CS) programmes.

Programme Outcomes (PO) were formulated reflecting the Vision, Mission and Strategies of the College and the UGC guidelines on Graduate Attributes. While formulating POs, the College considered academic excellence, research potency, scope of extension activities, human values, livelihood generation, and recent trends in the job markets. The suggestions of the alumni and other stakeholders were also taken into account.

Program Outcomes (POs): It represent the knowledge, skills and attitudes the students should have at the end of a course completion of their respective program.

Course Outcomes (COs): It gives the resultant knowledge and skills the student acquires at the end of each course. It defines the cognitive processes a course provides.

File Description	Document
Upload 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 following measures are taken for the attainment of the Program Outcomes (PO), and Course Outcomes (CO):

Course Outcomes and Objective ar given in program syllabus.At the beginning of every semester/year, the subject teacher conveys Course Objectives (CO) at the introductory part of respective subjects. It is distributed in the beginning of the semester /year, or as request by students. However, the student can download the syllabus from the website of our college.

Following are the evaluation process of PO, CO:

The Institutes follows the evaluation process of S.N.D.T University. This type of evaluation includes term end internal assessment, concurrent evaluations and External examinations conducted at the end of the course. The examinations and results of University also measure the attainment of CO, PO.

For Internal Assessment Marks Unit test marks, tutorials, assignments, practicals, orals, Project work and attendance are considered.

Marks of are recorded in a register. The marks of model and internal exams are uploaded online to the university. The Institute provides opportunities to students to exhibit their understanding through the medium of expression i.e. oral or written.

The outcome of the entire exercise is that the evaluation method does not become a hurdle while evaluating. Keeping this view in mind, some extra-curricular activities are subject and topic based. From these practices, a student can optimally express their knowledge and this enhances their confidence.

Methods of Measuring Attainment:

- 1. University Examinations:** The affiliating university conducts semester-end examinations for 75% for all language and core course. Through these university exams, program outcomes are measured by the Institution based on the course attainment level fixed for the program. It's a direct evaluation process.
- 2. Internal & External Assessment:** Internal examinations are conducted for 25% by the Institution. Internal assignments, student seminars, and other student-centred academic activities are mostly aligned with the program outcomes of the subject concerned. External assessment is done for practical exams through viva voce and practical files by the subject experts appointed by the affiliating university.

File Description	Document
Upload Additional information	View Document

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

Response: 66.2

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
19	22	46	60	41

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
37	68	54	68	57

File Description	Document
Institutional data in the prescribed format	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:**

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1

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

Response:

The students were having IPR and Cyber law and in the revised one cyber security which focus various concepts related to cybercrime, cyber laws, Indian IT act 2000 etc. In addition to this many regular programs like Seminars/Webinars are conducted by the institute to educate students about their rights, duties and responsibilities of citizens. We have also invited police personnel to share their experience and inspire and motivate young girl students to contribute in building the nation. Seminars on topics like IPR, cyber security are conducted periodically.

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: 7

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
2	1	1	2	1

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0

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	0	0	0	0

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.3.2

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

Response: 0

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
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

3.4 Extension Activities

3.4.1

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

Response:

The institution has been conducting multiple extension activities in nearby locality and the college. These activities have sensitized students to social issues and helped in overall development of personalities of students and indirectly society as whole. Although in our college there is no NCC/NSS, we are keeping utmost care of various extension activities and sensitizing students. We as a team with students committee are spreading the awareness about environment, pollution, waste management, health and hygiene etc. As a result, local people gain the knowledge about different causes, consequences, and solutions to environmental problems.

The college coaches social responsibilities and citizenship role among the students by providing platform to participate in extension activities that sensitize them to range of issue around them including campus cleaning, tree plantation, awareness programmes, medical camp, etc.

Hence engaging students in community-based activities is priority of the college. Students are getting opportunity to learn how valuable and fulfilling it can be to give back to others.

Students are guided to set up food stalls in college fest Fun-Fair to help them refine their business skills for start-ups. This activity creates a sense of enthusiasm and willingness among students to work towards start-ups. Under the umbrella of K.B.H.S.S Trust, our Institution is working hard to develop a woman into true performing and responsible citizens. Our Institution has established a good connection with the neighbourhood community by conducting many social activities. Such activities were carried out with full support and involvement of staff and students.

Institution conducted many activities to make students aware about social responsibility. Institution is striving sincerely to achieve following objectives:

1. To understand close relationship with Society.

- 2.To develop sense of social and civic responsibility.
- 3.To identify problems and involve in problem solving.
- 4.To nurture democratic attitude.

Every year students participates in following activities like, International Yoga Day on 21st June, Tree plantation under “Van Mahotsav Activity”, Marathi Bhasha Divas, Rangoli competition with theme like Save Earth, Save Girl, awareness camping on topics like Save Water, Save Environment, Road Safety, Save Girls, etc.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

No Awards and recognitions received for extension activities from government / government recognised bodies

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: 44

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
12	6	5	11	10

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

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: 1

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The college offers comprehensive infrastructural facilities and resources for conducting curricular activities. It possesses spacious classrooms and well-equipped computer laboratories. The college is housed in its own building spanning 2820.30 sq.mt., catering to academic, administrative, and student requirements. Inside this academic building, there are classrooms, computer labs, and seminar halls designed to accommodate students comfortably. Additionally, the college premises are equipped to support Divyang (specially-abled) students.

There are six well-ventilated classrooms with ample seating capacity, complemented by two fully equipped computer labs. All classrooms are connected to LAN/Wi-Fi internet facilities. Furthermore, one classroom and one computer lab are equipped with wall-mounted LCD projectors, sound systems, and internet access. The college also possesses a portable LCD projector utilized for academic purposes. The seminar hall is equipped with sound systems and collar microphones. Moreover, the college owns a portable sound system employed for various curricular and co-curricular activities.

Spanning across a five-acre campus area, the college includes a vast open ground utilized for diverse sports, outdoor games, and cultural activities.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 37.15

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
2.45	0.89	0.29	5.8	14.45

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 college library is efficiently managed by continuously adding new books and renewing journal and database subscriptions. Since the academic year 2023, the library operations have been streamlined through KOHA Software, an automated Integrated Library Management System. Using KOHA, the library maintains records of book issuance, returns, and renewals, providing a user-friendly interface for members to search for books, journals, and other materials.

Key details about KOHA software are as follows:

- **Name of ILMS software:** KOHA
- **Nature of automation:** Partial
- **Year of Automation:** 2023

KOHA is a versatile Integrated Library Management Software that operates in multi-user, multi-tasking environments, whether on a single machine or in a Cloud environment.

Additionally, the college has ample subscriptions for e-resources and journals. Subscriptions to DELNET and the National Digital Library are particularly beneficial for students and faculty. The college also has two subscriptions of printed journals and magazines.

File Description	Document
Upload 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:

The college is well-equipped with IT resources essential for teaching, learning, and administrative tasks. Over the years, the college has consistently enhanced its hardware, software, and other IT facilities in alignment with academic needs. Regular updates and acquisitions of the latest computing technologies and IT equipment are made to meet the evolving demands.

For students, the college offers two dedicated computer laboratories. A high-speed internet connection of 100 MBPS is available throughout the campus, with all laboratories equipped with this high bandwidth. The college renews its 100 MBPS internet plan annually through service provider Sai Broadband Solution Malegaon. Additionally, every floor and room in the college building are equipped with Wi-Fi/internet facilities, providing students with free internet access.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 3.72

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

Response: 64

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: 62.72

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
7.846	6.06	5.23	10.458	10.72

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: 22.72

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
42	51	53	42	41

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[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: 10.22

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
16	30	26	17	14

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

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: 37.04

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
5	08	26	17	14

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
19	22	47	60	41

File Description	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

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
0	0	0	0	0

File Description**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: 1

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	1	0

File Description**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: 88**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
94	83	0	85	178

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:

Despite the absence of an official registered alumni association, our college remains dedicated to fostering connections with former students. We annually host an alumni meet, providing a platform for graduates to reunite and engage with their alma mater. Currently, efforts are underway to establish a formal alumni registration process.

The college-endorsed alumni association convenes annually, orchestrated by the Principal, who serves as the chief coordinator. During these gatherings, the Principal outlines the immediate needs of the college, inviting alumni to share their comments and suggestions for the institution's development. Additionally, distinguished alumni play a pivotal role in mentoring prospective students, guiding them toward meaningful employment opportunities.

Recognizing the vital role alumni can play in the college's advancement, active steps are being taken to strengthen the association. Importantly, this support is not a recent development; the alumni association has a rich history of involvement in supporting the institution. It acts as a catalyst, fostering robust connections between the college, current students, and alumni. Through these connections, mutually beneficial opportunities are created, shaping a vibrant community dedicated to the college's growth and success.

File Description	Document
Upload 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:

The institutional governance and leadership of our esteemed college is meticulously aligned with the overarching vision and mission that guide its educational endeavors. This alignment is vividly reflected in various institutional practices, illustrating our commitment to excellence and innovation.

Our college operates as an affiliated college under SNTD Women's University, Mumbai, adhering strictly to the rules and syllabus mandated by the University. In line with the progressive principles of the National Education Policy (NEP), University has initiated a transformative educational reform. University had undertaken extensive academic restructuring, curriculum revisions, and innovative teaching methodologies, ensuring students receive an education that is both contemporary and globally relevant.

Furthermore, our institution's remarkable growth over the years stands as a testament to our steadfast commitment to quality education. This sustained institutional growth is a result of strategic planning, visionary leadership, and the collective efforts of our dedicated faculty and staff. The expansion and diversification of academic programs, state-of-the-art infrastructure development, and continuous faculty development initiatives have been instrumental in our institutional progression.

In line with our commitment to decentralization, our institution encourages active participation in institutional governance at all levels. We believe in fostering a culture of inclusivity and shared decision-making. Students, faculty, and administrative staff are encouraged to voice their ideas and opinions, fostering a sense of ownership and pride in our collective achievements. This decentralized approach ensures that all stakeholders play a pivotal role in shaping the institution's policies and practices.

Moreover, our institution's visionary leadership extends to the formulation of a comprehensive short-term and long-term Institutional Perspective Plan specifically tailored for our college. This strategic roadmap outlines our goals, aspirations, and the roadmap for achieving academic excellence. It encompasses innovative teaching methodologies, research initiatives, industry collaborations, and holistic student development programs. Through this meticulously crafted plan, we aim to enhance the overall learning experience, promote research and innovation, and prepare our students to meet the challenges of the ever-evolving digital landscape.

In conclusion, our institution's governance and leadership are not just administrative functions but manifestations of our deep-rooted commitment to our vision and mission. Through the effective implementation of NEP, sustained institutional growth, decentralized decision-making processes, and the strategic Institutional Perspective Plan, we continue to create a dynamic and enriching educational

environment for our students. Our institution stands as a beacon of academic excellence, empowering students to excel academically, become responsible global citizens, and contribute meaningfully to society.

File Description	Document
Upload 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:

The institutional perspective plan has been seamlessly implemented, and the operational efficiency of the institutional bodies is evident through the meticulously devised policies, administrative setup, appointment procedures, service rules, and various other facets. This proficiency is especially notable in our Indira College, which offers specialized programs such as BCA and M.Sc in computer science only for girls.

By aligning its strategies with its vision, mission, and core values, the institution demonstrates a strong commitment to its long-term objectives. This plan is not static but rather dynamic. Recognizing the unique challenges and opportunities within the field of Computer Education in the new millennium, the institution has positioned itself as a pivotal player in contributing to the nation's human resource development, industrial productivity, and overall quality of life.

Overall, the institution's Strategic Perspective Plan underscores its dedication to fostering excellence and progress within Computer Education for girls, making it well-prepared to address the evolving needs of the future while remaining true to its core values and vision.

The functionality of our institutional bodies stands as a testament to our commitment to excellence. Our policies are thoughtfully crafted to create a conducive learning environment, fostering academic growth and personal development. The administrative setup is streamlined and efficient, ensuring smooth operations and effective decision-making processes.

In terms of appointments, our institution adheres to a rigorous and transparent selection process, ensuring that qualified and experienced individuals are entrusted with the responsibility of nurturing the minds of our students. Our service rules are designed to create a supportive and respectful atmosphere for both faculty and students, promoting a culture of collaboration and mutual respect.

Our Institutional Guidelines for Teaching and Non-Teaching Staff encompass a comprehensive framework that addresses various aspects of professional conduct and responsibilities. These guidelines

provide clarity on working hours, leave policies, and academic responsibilities, ensuring a well-structured and efficient work environment.

Procedures and protocols are meticulously designed, emphasizing efficiency and transparency. This attention to detail ensures that every aspect of our college, from academic delivery to administrative functions, operates seamlessly. Through continuous evaluation and refinement of our processes, we guarantee the highest standards of quality in education and overall institutional functioning.

In essence, the effectiveness and efficiency of our institutional bodies underscore our commitment to providing an exceptional educational experience for our students. The combination of a well-executed institutional perspective plan, strategic policies, transparent administrative setup, and adherence to stringent appointment and service rules reflects our dedication to fostering a conducive learning environment in our Indira College. By upholding these principles, we continue to empower our students, enabling them to excel academically and thrive in their respective fields of study.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	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: B. 3 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	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:**

Our institution is committed to fostering a culture of excellence and well-being among its teaching and non-teaching staff. To achieve this, we have implemented a robust performance appraisal system

Filling out Performance Appraisal forms for our Teaching and Non-Teaching staff is a critical step in recognizing and rewarding their dedication and hard work. These forms serve as a valuable tool for assessing and providing constructive feedback on their performance, ensuring continuous improvement and professional development. Our commitment to a fair and transparent appraisal process is an essential part of our institution's culture, fostering excellence and growth.

While we haven't provided financial support for teachers to attend conferences, workshops, or join professional bodies in the last five years, we remain open to exploring opportunities to enhance our staff's professional development in the future. Our commitment to fostering growth and excellence in education continues, and we will consider such support as part of our ongoing efforts to empower our teaching staff.

We have mentioned total number of teaching and nonteaching staff participating in Faculty development Programmes (FDP) during the last five years with the excel attachment.

We take pride in our institution's consistent commitment to transparency and accountability by successfully uploading data for the All India Survey on Higher Education (AISHE) every year. This practice ensures accurate reporting and supports the continuous improvement of higher education in our region.

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: 0

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

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

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: 36.67

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
6	1	3	1	0

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
0	0	0	1	0

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by 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:

Our institution is dedicated to effective resource management and financial stewardship. We have well-defined strategies to mobilize and optimize resources and funds from diverse sources. We conduct regular financial audits, both internal and external, to maintain transparency and accountability in our financial operations, ensuring that resources are used efficiently and effectively to support our educational mission.

Internal Audit:

Our internal audit is conducted by auditors from professional chartered firms. It examines all transactions, compliance across the organizational hierarchy, and the accuracy and adherence to accounting and commercial laws in financial transactions. The Institute typically performs internal audits annually, covering the entirety of one financial year.

External Audit:

External audits are also carried out by professional chartered firms. Statutory audits are conducted annually, following the completion of the financial year. External auditors review procedural and transactional compliance in all financial transactions of the Institute to ensure adherence to established standards and regulations.

General for financial Management and mobilization of funds Policy:

The Institute will establish a system of regular internal and external audits. This will involve the employment of a full-time internal auditor and the annual appointment of external auditors to review the Institute's annual financial statements. These financial statements will undergo independent auditing by a qualified auditor in accordance with India's accounting standards.

The internal audit team will conduct a comprehensive examination of day-to-day transactions initiated by various departments. Periodic reports will be submitted to the management, outlining any necessary corrective actions.

Annual stock verification will be conducted within the Institute's stores, and the internal audit team.

The external audit process will encompass the verification of all statutory commitments and their compliance, conducted in a thorough manner, taking into account the findings of the regular internal audit.

College will propose its budget, subject to review by the auditors/chartered accountant before final approval. The budget amounts and their allocated funds will be scrutinized by auditors.

Furthermore, all financial transactions, including statutory compliance and timely filing of returns, will be thoroughly verified and certified.

Audit team reports will be promptly reviewed and corrected by the College, with precautionary measures put in place to prevent future errors, thereby ensuring adherence to standard accounting practices.

We have attached Audited Financial Statement from 2018-2019 To 2022-2023

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:

Our Internal Quality Assurance Cell (IQAC) stands as the cornerstone of our institution's commitment to quality education. Established on 6th June 2020, the IQAC has been instrumental in institutionalizing robust quality assurance strategies and processes. Its primary objective is to systematically review and enhance teaching and learning processes, operational methodologies, and learning outcomes at regular intervals, ensuring an unwavering focus on quality enhancement.

One of the key roles of the IQAC is to diligently record and track incremental improvements in a wide array of institutional activities. Through meticulous data collection and analysis, the IQAC identifies areas for enhancement and implements strategic measures to ensure continuous improvement. By fostering a culture of self-evaluation and reflective learning, the IQAC ensures that our institution remains at the forefront of educational excellence.

Comprising a diverse group of stakeholders, the IQAC brings together students, alumni, senior staff members from both teaching and non-teaching sectors, members of the management team, and representatives from the local community. This inclusivity ensures a holistic approach to quality assurance, incorporating a myriad of perspectives and insights. The collective wisdom of this diverse group serves as a guiding force, driving our institution towards achieving and sustaining exceptional quality standards.

The IQAC serves as the driving force behind all our institution's activities. It meticulously collects reports from various departments and conducts in-depth discussions with relevant authorities to evaluate multiple aspects of the Teaching-Learning Process. This comprehensive approach allows the IQAC to delve into various dimensions of academic activities, ensuring a thorough assessment. Through these evaluations, the IQAC identifies best practices, challenges, and opportunities, paving the way for continuous improvement and innovation in our educational methodologies.

In essence, our IQAC is not merely an administrative entity; it is a proactive mechanism that fuels our institution's journey towards excellence. By upholding rigorous quality standards, encouraging self-reflection, and fostering a culture of continuous improvement, the IQAC plays a pivotal role in shaping

the educational landscape of our institution. Its efforts are aimed at creating an environment where every student receives a top-notch education, ensuring they are well-equipped to face the challenges of the modern world. Through the unwavering commitment of our IQAC, we remain dedicated to providing a transformative educational experience that prepares our students for a successful future.

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: C. Any 2 of the above

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:

Our college is only for Girls and our mission, vision is to educate girls in computer sector and make them leading force in every field. Gender audit is initiated and conducted by our college. Also our college implements various initiatives and programs aimed at promoting a culture of respect and equality for women, while also offering opportunities and support to empower them financially, mentally, and emotionally. A range of programs are organized to support for gender equality which helps to the growth of their personal development as individuals.

Some Specific facilities provided for women in terms of:

Safety and security:

The security of women on the campus is closely overseen through the presence of security personnel. Electronic surveillance is maintained with the use of 244 CCTV cameras strategically positioned throughout the campus. Proper gate pass be made for students and made it mandatory to submit at gate while leaving the campus during college hours. No visitor should be allowed in without entry in the register. Dedicated transportation service is provided for student's safety.

Counseling:

Each student is connected with their class mentor who provides guidance and support in academic, co-curricular and extracurricular activities, as well as career decision-making. The class mentor's role is to assist students in selecting their elective courses, facilitate the registration process, and provide guidance on both academic and personal matters as needed.

Also college arranges counseling sessions/expert lectures/workshops for students, covering various aspects such as women's empowerment, woman health awareness, career advice as well as matters related to women's rights.

Some counseling sessions are also arranged for students by third party person. Ms. Sarika Kothari serves as the external counselor for students.

Common Room:

Girl's common room is provided for students. The common rooms are well equipped with suitable

facility for studying. The common room provide an ambience of calm environment suitable for students. It is also used during examination to prepare for their exams. Common rooms are also provided with suitable electrical connections so that students can work using their laptops etc. It is also ensured that the common rooms are also naturally ventilated.

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

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

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:

Our college has dedicated itself to cultivating an environment that embraces diversity in cultural, regional, linguistic, communal, and socioeconomic aspects, with a strong focus on inclusivity. The college takes proactive steps to encourage cultural extended by celebrating diverse cultural events and festivals. These efforts involve coordinating cultural exhibitions, traditional presentations, and intercultural exchange initiatives. Moreover, the college encourages both students and staff to share their cultural experiences and traditions, cultivating an environment that not only celebrates but also respects cultural diversity.

The college recognizes and places significant value on the diverse regional and linguistic backgrounds of its members. To support this diversity, it provides language-related resources such as courses and materials for students and staff with varying linguistic backgrounds.

The college is proactive in encouraging communal harmony through the planning and execution of events and initiatives that bring out the significance of unity and respect among diverse religious and communal groups. These activities frequently involve interfaith dialogues, discussions, and awareness campaigns designed to reduce bias and encourage tolerance.

We have students from all the castes like Hindu, Muslim, Jain, Bauddha etc and categories like SC, ST, NT, OBC, Open etc. Despite all these castes and categories we have unity in diversity. All the students participate and celebrate various events. Students celebrate different cultural, regional and communal days in college like Traditional Day, Saree Day, Teacher's Day, Dandiya, Cultural Day, Bollywood Day, Ganpati festival, Fun-Fair etc.

The college is dedicated to promoting socioeconomic inclusivity through the provision of financial assistance, scholarships, and support programs for students coming from economically disadvantaged backgrounds. Its goal is to level the educational playing field for all students, ensuring that financial limitations do not delay their academic prospects. Also the college offers value added courses and career

development programs to improve the employability of students from a wide range of socioeconomic backgrounds.

Educational initiatives, workshops, and interactive sessions are organized for stakeholder to elucidate the principles enshrined in the constitution. Through these efforts, college stakeholders can grasp the importance of upholding democratic values, respecting the rights of others, fulfilling civic duties, and embracing responsibilities toward society.

By instilling this awareness, students and employees not only become cognizant of their constitutional rights but also learn the significance of respecting the rights of others. They develop a sense of duty towards their community and nation, contributing to the creation of responsible, law-abiding, and socially conscious citizens. Through continuous sensitization, a culture of respect for constitutional obligations can be fostered, enriching both the educational institution and the wider society.

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:

Our college uses best practices to enhance the accessibility of higher education and support the integrated well-being of its diverse student community. Our college follows three best practices

Best Practice I

Concession on college fees for students and simplified payment options.

Best Practice II

Best Practice II Cost-Free distribution of College T-Shirt, Assessment Stationaries and Files.

Best Practice III

Providing cost-free computer education in tribal regions.

These initiatives not only reduce financial stress but also contribute to a vibrant and supportive college community.

Best Practice I Concession on college fees for students and simplified payment options.

Our primary objective is to make computer education accessible to girls, and to ensure their uninterrupted educational journey, we offer various flexible payment options for fees. While the standard college fees for the Bachelor of Computer Applications (B.C.A.) course, as per the University, is 28,190/-, we have reduced the fees to 24,120/- to accommodate our students, many of whom hail from rural areas. Also, standard college fees for the M.Sc. in Computer Science (M.Sc. CS) course, as per the University, is 42,330/-, we have reduced the fees to 30,000/- to accommodate our students, many of whom hail from rural areas.

Understanding the financial constraints faced by students, especially those from farming families, we have implemented installment options for fee payments. Recognizing the challenges these families encounter, we allow students to pay an initial amount of 2000/- to 3000/- as admission fees. The remaining fees can be paid in installments, allowing parents to manage their financial commitments throughout the academic year.

Moreover, we empathetically address the financial crises that some students might face. In such situations, we offer the flexibility for these students to pay their fees after completing the specific academic year, providing them with the opportunity to focus on their studies without the immediate burden of financial obligations.

By adopting these measures, we ensure that every girl aspiring for computer education has the chance to pursue her dreams without being hindered by financial limitations. Our commitment lies in creating an inclusive learning environment where all students have equal opportunities to thrive academically and achieve their goals.

Best Practice II Cost-Free distribution of College T-Shirt, Assessment Stationeries and Files.

Upon enrollment, our college provides students with complimentary college T-shirts that can be worn during various college events or as an alternative to the standard uniform. Additionally, we understand the importance of academic resources; therefore, we supply students with necessary stationery materials at no charge. These materials include files, certificate pages, index pages, and more, facilitating seamless assignment submissions and organizational needs.

Recognizing the significance of digital access in today's educational landscape, our college offers complimentary internet service within the campus. This ensures students have unrestricted access to vital study materials and online resources, enhancing their learning experience. Moreover, we understand the value of technology in education. This initiative aims to empower students with the necessary tools for academic excellence, enabling them to excel in their studies without the burden of additional expenses.

Best Practice III Providing cost-free computer education in tribal regions.

In recognition of the significant educational disparity faced by students residing in tribal areas near our city, particularly in the realm of computer-related education, our college has proactively undertaken an initiative to bridge this gap. Addressing this challenge head-on, we launched program known as "Computer Literacy Workshops in Tribal Areas."

Under this initiative, dedicated staff members and enthusiastic student groups ventured into nearby tribal villages such as "Dangsaundane," "Dahindule," and "Kapaleshwar." These visits have been instrumental in conducting workshops aimed at imparting essential knowledge about computer systems and their

fundamentals to the underprivileged tribal students. The workshops cover a wide array of topics, ranging from basic computer operations to understanding software applications.

The objective of these workshops goes beyond merely teaching technical skills. They serve as empowering platforms, offering these students an opportunity to familiarize themselves with the digital world and equipping them with the skills necessary to thrive in today's technology-driven society. By reaching out directly to schools and colleges in these tribal areas, our college aims to provide hands-on, practical computer education, thereby fostering a sense of empowerment and opening doors to new educational and career possibilities for these students. Through these initiatives, we are actively working towards creating a more inclusive and technologically literate society.

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The "Tiger Conservation and Research Center (TCRC)," an NGO based in Mumbai, is dedicated to the cause of tiger conservation. One of their significant initiatives involves organizing annual rallies and street plays focused on raising awareness about tiger conservation. Various colleges actively participate in this noteworthy campaign, including our own institution.

Our college takes an active role in this vital conservation effort by collaborating closely with TCRC, Mumbai. Every year, a dedicated group of 30-50 girls from our college enthusiastically participates in this impactful rally, which unfolds over a period of 4-5 days. The rally kicks off in Mumbai and traverses through several cities within the Sahyadri range, covering a substantial distance. Along its route, the rally reaches out to 20-40 villages, engaging with local communities to spread the message of tiger conservation.

The rally is a comprehensive event, starting with a grand inauguration program that marks the commencement of the journey. As the rally progresses, it conducts awareness activities and street plays in various villages, educating people about the importance of protecting tigers and their natural habitats. The campaign culminates in a closing ceremony, where the collective efforts of all participants are celebrated.

Key activities conducted during tiger conservation rallies include:

Awareness Walks: Participants march through villages and towns, carrying banners, placards, and educational materials to spread awareness about tiger conservation.

Street Plays (Nukkad Natak): Theatrical performances are staged in public spaces, depicting the importance of tigers in the ecosystem and highlighting the threats they face. These plays convey powerful messages to the audience.

Interactive Workshops: Educational workshops are conducted, where experts share insights about tiger behavior, their role in maintaining ecological balance, and the importance of preserving their habitats.

Talks and Seminars: Renowned conservationists and experts deliver talks and seminars to educate participants about the significance of tiger conservation. They discuss conservation strategies, challenges, and success stories.

Tree Plantation Drives: Rallies often include tree plantation activities to emphasize the importance of preserving natural habitats for tigers and other wildlife species.

Distribution of Pamphlets and Brochures: Informative pamphlets, brochures, and booklets containing facts about tiger conservation, tips for wildlife-friendly practices, and contact information for conservation organizations are distributed to the public.

Community Engagement: Interactive sessions with local communities are conducted to address their concerns, answer queries, and involve them in conservation efforts. Building community support is essential for the success of conservation initiatives.

These activities collectively create a vibrant and engaging atmosphere during tiger conservation rallies, leaving a lasting impact on participants and communities, encouraging them to actively contribute to the cause of tiger conservation.

It is worth noting that the TCRC rallies were temporarily suspended in 2020 and 2021 due to the unprecedented challenges posed by the Covid-19 pandemic. Despite these setbacks, our college remains committed to this cause, eagerly anticipating the resumption of the rallies to continue our active involvement in this significant conservation initiative. Through these efforts, we strive to contribute meaningfully to tiger conservation, working hand in hand with TCRC to safeguard the future of these magnificent creatures.

Route details of the rallies were as follows:

Rally Route for Year 1

Day 1: Start from Mumbai – Alibaugh – Nagaon.

Day 2: Nagaon – Kural – Revdanda – Kolahi – Kolwali – Kashid – Nadgaon – Murud – Rajpuri – Janjira – Dighi – Sarve – Diveagar – Boli – Panchatam – Shrivardhan – Ranwali – Marol – Harihareshwar – Bankot – Velas – Kelshi – Anjarla – Harne – Dapoli.

Day 3: Dapoli – Dabhol – Anjanwel – Guhagar – Palshet – Velneshwar – Hedvi – Jaygad – Ganpatipule – Mulund – Bhandarwadi – Miraya – Ratnagiri

Day 4: Ratnagiri – Bhatage – Golap – Pawas – Purangad – Navdar – Wadapeth – Kashili – Mushakaji – Jaitapur – Vijaydurgh – Padel – Wade – Jamsande – Devgad – Kunkeshwar – Mitbhav – Naringe – Aachare – Vayagani – Malvan

Day 5: Malvan – Parule – Vengurla

Day 6: Vengurla – Aasolipal – Aarawli – Shiroda – Redi – Ajgaon – Terekhal – Pernem – Mapusa – Wagtor – Anjuna – Baga – Calagunta – Kandolim – Shinkyurim – Aguda Res Magos – Fort – Betim – Pahajim – Miramar – Miranjlane – Donapawla (Goa).

Rally Route for Year 2

Day 1: Start from Mumbai – Washi – Uran – Pen – Alibaugh

Day 2: Alibaugh – Revdanda – Chaul – Murud – Bhalgaon – Mhasala – Mandalgadh - Dapoli

Day 3: Dapoli – Dabhol – Guhagar – Jaigadh – Malgund

Day 4: Malgund – Bhandarwada – Ratnagiri

Rally Route for Year 3

Day 1: Start from Mumbai – Chembur – Mankhurda – Vashi – Panvel – Khopoli

Day 2: Khopoli – Pali – Vilebhagad – Nijampur – Pachad - Mahad

Day 3: Mahad – Ambet – Mandangad – Kelasi – Ajarde – Harne - Dapoli

Day 4: Dapoli – Futalsure – Nargoli – Furusroad – Chiplun – Savarde

5. CONCLUSION

Additional Information :

In the line for the quality enhancement under faculty development program (FDP), three-day FDP on machine learning was organized by college in Feb-2023.

In this academic year College has planned to conduct five-day FDP on IOT starting from 29 Jan-2024. Also in this academic year college has planned various enrich guest-lecture series for students and staff.

Concluding Remarks :

This college offers computer education degrees to students from diverse backgrounds, aiming to empower individuals at various societal levels. The Managing Trust of the College has a rich history of providing education, driven by a vision to imbue students with infinite energy and potential.

Highly qualified educators at the college are dedicated to meeting students' academic needs. They employ a variety of teaching methods and relevant ICT tools to ensure comprehensive learning. The core objective of these academic efforts is to create awareness about societal realities and nurture responsible citizenship among students. Over the past five years, the college has organized conferences, seminars, and workshops for both teachers and students, enhancing their academic experience.

In the current academic year, the college has introduced two multidisciplinary courses worth four credits each, under the Centre for Holistic Education, Training, and Novel Advancements (CHETNA). This centre, established by S.N.D.T. Women's University, Mumbai, collaborates with local, national, and international institutions to develop need-based, value-based, and skill-based capacity-building add-on courses.

Through diverse range of conventional and non-conventional programs, the college is committed to empowering women and girls. The overarching goal of these initiatives is to achieve "Excellence in Education"