# **YEARLY STATUS REPORT - 2023-2024**

| Part A |
|---|
| Data of the Institution |

| | |
|---|---|
| 1.Name of the Institution | **BOMBAY BUNTS ASSOCIATIONS BUNTS INSTITUTE FOR HIGHER EDUCATION** |
| • Name of the Head of the institution | **Dr. Rashmi D. Chitlange** |
| • Designation | **I/c Principal** |
| • Does the institution function from its own campus? | **Yes** |
| • Phone no./Alternate phone no. | **02227703152** |
| • Mobile No: | **9321179201** |
| • State/UT | **Maharashtra** |
| • Pin Code | **400706** |

## 2.Institutional status

| | |
|---|---|
| • Affiliated / Constitution Colleges | **Affiliated** |
| • Type of Institution | **Co-education** |
| • Location | **Urban** |
| • Financial Status | **Self-financing** |
| • Name of the Affiliating University | **University of Mumbai** |
| • Name of the IQAC Coordinator | **Prathamesh P. Patil** |
| • Phone No. | **02227723152** |
| • Alternate phone No. | **02227723152** |
| • IQAC e-mail address | **caprathameshppatil@gmail.com** |
| • Alternate e-mail address | **bba.bihenaac@gmail.com** |
| **3.Website address (Web link of the AQAR (Previous Academic Year)** | **https://bbadaycollege.com/ssr.php** |
| **4.Whether Academic Calendar prepared during the year?** | **Yes** |
| • if yes, whether it is uploaded in the Institutional website Web link: | **https://bbadaycollege.com/academic-calendar.php** |

## 5.Accreditation Details

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|-------|-------|------|----------------------|---------------|-------------|
| Cycle 1 | B | 2.28 | 2024 | 30/05/2024 | 29/05/2029 |

| 6.Date of Establishment of IQAC | 04/06/2018 |
|---|---|

**7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,**

| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|---|---|---|---|---|
| INSTITUTIONAL | MAHA DBT | STATE GOVERNMENT | 2023-24 | 36341 |

| 8.Whether composition of IQAC as per latest NAAC guidelines | Yes |
|---|---|
| • Upload latest notification of formation of IQAC | **View File** |

| 9.No. of IQAC meetings held during the year | 4 |
|---|---|
| • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | Yes |
| • If No, please upload the minutes of the meeting(s) and Action Taken Report | **View File** |

| 10.Whether IQAC received funding from any of the funding agency to support its activities during the year? | No |
|---|---|

**11.Significant contributions made by IQAC during the current year (maximum five bullets)**

1. NAAC Accreditation Cycle 1: IQAC has successfully completed the cycle 1st of NAAC accreditation. Institute has submitted the SSR and DVV report in the month of December 2023 and successfully conducted the peer team visit on 25th and 26th of May, 2024.

2. Awareness about Academic Bank of Credit: IQAC has conducted session for the awareness of Academic Bank of Credit among the students and helped the students to understand the importance of ABC Id. Committee of teachers was made to attend the queries related to ABC id generation.

3. Student Development Programs: Under the guidance of IQAC, institute has conducted the various seminars for the development of the students. It includes visit and guidance by of the customs

department officials, career guidance seminar, seminar related to competitive exams, opportunities in the banking and insurance sector and many more.

4. Extension Activities: IQAC in association with the National Social Service department and Department of Life Long learning and Extension arranged various program, rallies for the benefit of the community. It helped to imbibe social values among the students. It includes Swachh Bharat Abhiyan conducted along with Navi Mumbai Municipal Corporation, Streetplay for Aids Awareness and Blood donation and many more.

5. Collaboration with America India Foundation (NGO): IQAC has made efforts to make collaboration with America India Foundation (NGO) for the benefit of the students. This Non-profit organization has made available various free courses for improvement in employability skills of the students.

## 12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

| Plan of Action | Achievements/Outcomes |
|---|---|
| 1. To complete Cycle 1 of NAAC Accreditation process | Cycle 1 of NAAC Accreditation process was successfully completed on 26th May,2024. |
| 2. To aware students about ABC and digilocker | Sessions was conducted for the awareness of students about the ABC and Digi locker app introduced by Government of India. Committee was set up to address the issues of students related to ABC and digi locker. ABC id generation was successfully done for current students. |
| 3. To conduct feed back from various stakeholders | Feedback was taken from various stakeholders such as students, parents, faculties, alumni and employers. Report of syllabus feedback was analyzed and displayed on the website. |
| 4. To facilitate teaching-learning process | ICT enabled tools like projectors were installed in the classrooms and also new laptops were purchased for facilitation of teachers. Also N-list was installed with the help of Library committee for the benefit of the students. |
| 5. To introduce more add on courses | Efforts has been made to introduce more add on courses for the benefit of the students. |

| 6. To increase MOU's with academic / industry linkage | MOU with America India Foundation was done with aim to make available various value added course for the benefit of students. |
|---|---|
| 7. To conduct student development programs | Under the guidance of IQAC, institute has conducted the various seminars for the development of the students. It includes visit and guidance by of the customs department officials, career guidance seminar, seminar related to competitive exams, opportunities in the banking and insurance sector and many more. |
| 8. To register NSS and DLLE unit of the institute. | • NSS and DLLE unit of the institute was successfully registered with the University of Mumbai during the year. • Various extension programs were conducted by both the units for the benefit of the community and students. • NSS Camp was successfully organized at Ransai village. |
| 9. To register Alumni Association | Alumni Association of the institute was successfully registered during the year. |
| 10. To Organize Social Extension activities | Social extension activities such as Swachh Bharat Abhiyan was conducted along with Navi Mumbai Municipal Corporation, Streetplay for Aids Awareness and Blood donation and many more programs were conducted to imbibe social values among the students. |

**13.Whether the AQAR was placed before statutory body?**  | **Yes**

- Name of the statutory body

| Name | Date of meeting(s) |
|---|---|
| College Developement Committee | 09/12/2024 |

**14.Whether institutional data submitted to AISHE**

| Year | Date of Submission |
|---|---|
| 2022-2023 | 23/02/2024 |

**15.Multidisciplinary / interdisciplinary**

In order to develop the overall development & capacities of the students - moral, physical, ethical, emotional, social & intellectual in an integrated manner, the college has included Multidisciplinary subjects as per the National Education Policy – 2020 in PG course and is preparing to implement the same in UG course from next academic year as per guidelines by University of Mumbai. To Understand the problem faced by present students, the college is planning to set up a few short-term & vocational courses. The motive is to make the students equipped with multi-talented skills so that they do not solely rely on Government jobs but also take up challenges, risks & work on self-employability skills or some start-up business of their own. As the college is preparing itself to have more Multi-disciplinary subjects, it tries to identify the program learning outcomes along with courses & unit learning outcomes that define the specific knowledge skills, attitudes & values that are to be acquired by the learner & would ensure that each program achieves its goal.

## 16. Academic bank of credits (ABC):

Institutional - Level ABC Implementation Objective: Enhance student flexibility, mobility, and employability by implementing ABC. Key Stakeholders: 1. College Administration 2. Faculty Members 3. Students     Implementation Regarding the implementation of the Academic Bank of Credits, the Institution has to be on hold for the academic council to permit it to take steps. The institution has collected the data for academic bank of credit for further course of action. The pedagogical approach of the Institution is student centric, where the faculty's theory & practice of learning are constructive, inquiry-based, reflective & interrogative. Summative and formative assessments & assignments are used to evaluate the student's learning outcome.   Benefits: 1. Flexible learning pathways 2. Increased student mobility within the college 3. Reduced credit loss 4. Enhanced employability 5. Improved academic planning   Resources: - College administration support - Faculty involvement - Technical expertise   Implementing ABC at the institutional level can enhance student flexibility and mobility while improving academic planning and employability.

## 17. Skill development:

The vision of the institution is promoting Value-Based Quality Education hence the institution makes efforts to inculcate & imbibe a positive approach among its learners. Mentoring students is one of the most important practices of the Institution. The faculties help them to explore the student's hidden talents, how to utilize & channelize their energy & give proper direction for their potential. It helps them to explore future employment after graduation. Programs on Vocational Skills, Life Skills, Digital Literacy, Entrepreneurship skills and Soft Skills were conducted by the Institute in last academic year. Strategy Implemented for Academic Year 2023-24: 1. Conduct of skill gap analysis for students.   2. Development of MoUs with industry partners. 3. Training of faculty members. 4. Integration of skill development courses into the curriculum. 5.

Conduct of workshops and seminars. 6. Development of industry-specific skill courses. 7. Monitoring and evaluation of skill development with feedback systems and outcomes. By implementing these strategies, institution is in the process of integrating skill development components, enhancing student employability and aligning with NEP 2020's vision.

## 18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Regarding the adoption of Indian languages, the college helps local students who belongs to Project Affected Persons and other vernacular medium students by teaching them in Marathi and hindi, various degree college subjects like Foundation Course, Environmental studies, Auditing for the better understanding of the subject. Under language club, institution has conducted various competition and programs like essay competition, Elocution competition, debate competition etc. Institute also celebrated hindi divas and marathi bhasha divas. Yoga and wellness workshop was conducted in the institution for the development of the students. Festivals like Navratri, Eid and Christmas etc. were celebrated in the institute to imbibe Indian values among the students. In future, institute aims to arrange & provide faculties if it's in demand for another language also. Preservation & promotion of languages is one of the targets of the institute in the near future. By implementing IKS courses, institute helps in promoting India's rich intellectual heritage, foster critical thinking, and develop a holistic understanding of Indian culture and philosophy.

## 19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Our institute prioritizes measuring students' learning outcomes to ensure they acquire specific knowledge, skills, and attitudes. To achieve this, we have implemented the following steps: - Identified program and course outcomes - Conduct regular assessment and evaluation - Utilize feedback for continuous improvement These efforts have yielded benefits such as improved student learning, employability, and overall academic performance. However, we also face challenges like defining clear outcomes, providing continuous training to faculty, and managing assessment data. To address these challenges, we have conducted workshops for faculty on mapping course and program outcomes. Additionally, we provide remedial classes for slow learners to ensure they receive the necessary support. By continuing to focus on student learning outcomes, we aim to enhance the overall quality of education and prepare our students for future success.

## 20.Distance education/online education:

1. Conduct of Online Courses and seminars    2. Open Educational Resources (OER) like N-list for online access of books and other materials 3. Digital Infrastructure Development like OPAC and e-granthalaya 4. Blended Learning Models – conduct of online and offline lectures simultaneously for the benefit of working students. 5. Mobile Learning Initiatives through conduct of quizzes, puzzles etc. through Kahoot and other apps. 6. Online Assessment and Evaluation of papers for

final year student in UG course and PG course. 7. Teacher Training and Support. By leveraging technology, we aim to bridge the gap between traditional and modern teaching methods, ultimately enriching the educational experience for our students and faculty.

## Extended Profile

### 1.Programme

| 1.1 Number of courses offered by the institution across all programs during the year | 60 |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

### 2.Student

| 2.1 Number of students during the year | 368 |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | 150 |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.3 Number of outgoing/ final year students during the year | 141 |
|---|---|

| File Description | Documents |
|---|---|

| Data Template | [View File](#) |
|---|---|

## 3.Academic

| 3.1<br><br>Number of full time teachers during the year | 23 |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | [View File](#) |

| 3.2<br><br>Number of Sanctioned posts during the year | 23 |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | [View File](#) |

## 4.Institution

| 4.1<br><br>Total number of Classrooms and Seminar halls | 13 |
|---|---|
| 4.2<br><br>Total expenditure excluding salary during the year (INR in lakhs) | 30.16 |
| 4.3<br><br>Total number of computers on campus for academic purposes | 40 |

| Part B |
|---|

## CURRICULAR ASPECTS

### 1.1 - Curricular Planning and Implementation

## 1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

The institution has an effective curriculum delivery in a planned and documented process. The curriculum is designed to comply with the regulatory frameworks and industry standards so that it achieves the multi-faceted learning needs of the students. The process is systematic, beginning with a well-structured academic calendar showing the assessments, and extracurricular activities. Course plan / Lesson plans are prepared in advance by indicating what objectives will drive what content will be addressed and what strategies will be used for assessment. The AMC holds faculty meetings before the commencement of every semester and whenever required. Remedial timetable is constructed for students who need extra help with their studies. Modern tools of technology and digital resources facilitate the swift delivery, comprehension, and assimilation of content. Once a while, assessments, feedback mechanisms, and performance would be analyzed, between which a reasonable amount of dynamism and relevance would be injected into the curriculum. Stakeholder feedback, that is, students, parents, and industry experts, is also documented into the curriculum and continuous improvement program, making it holistic and robust with the embraced knowledge.

Attached merged file of Academic Monitoring Committees reports, Teaching plan samples, work dairy samples.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | **View File** |
| Link for Additional information | **Nil** |

## 1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

Academic Calendar:

1. As per guidelines and the University calendar, the Institutional Academic Calendar is prepared.
2. The Academic Calendar is displayed on the notice board as well as posted on the website every year where all stakeholders can get open access.

3. The Academic Calendar at the Institute level is prepared and displayed on the notice board in advance by considering guidelines provided by the University.

CIE: Continuous internal evaluation is carried out by teachers through class tests, assignments, presentations, etc. other than the University prescribed internal and external examinations.

- **Remedial lectures are conducted for low achievers.**
- **Experiential learning is facilitated for students through projects, internships and field trips.**
- **Syllabus completion report is collected from the teachers at the end of every semester to ensure timely completion of syllabus as planned.**
- **Feedback from students is taken on syllabus, programme, teachers and institution. Teacher's feedback is discussed by the principal and coordinator with the concerned teachers to bring any change in curriculum delivery if required.**
- **For continuous growth, our teachers regularly update their knowledge through active involvement in research and Faculty Development Programmes.**

| File Description | Documents |
|---|---|
| Upload relevant supporting documents | **View File** |
| Link for Additional information | **https://www.bbadaycollege.com/academic-calendar.php** |

| 1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year.  Academic council/BoS of Affiliating University  Setting of question papers for UG/PG programs  Design and Development of Curriculum for Add on/ certificate/ Diploma Courses  Assessment /evaluation process of the affiliating University | **B. Any 3 of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | **View File** |
| Any additional information | **View File** |

## 1.2 - Academic Flexibility

**1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented**

**1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented**

2

| File Description | Documents |
| --- | --- |
| Any additional information | **View File** |
| Minutes of relevant Academic Council/ BOS meetings | **No File Uploaded** |
| Institutional data in prescribed format (Data Template) | **View File** |

### 1.2.2 - Number of Add on /Certificate programs offered during the year

### 1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

06

| File Description | Documents |
| --- | --- |
| Any additional information | **View File** |
| Brochure or any other document relating to Add on /Certificate programs | **View File** |
| List of Add on /Certificate programs (Data Template ) | **View File** |

### 1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

412

### 1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

412

| File Description | Documents |
| --- | --- |
| Any additional information | **View File** |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | **View File** |

### 1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

**BUNTS INSTITUTE FOR HIGHER EDUCATION is committed to fostering holistic development by integrating subjects that address key societal issues such as human values, professional ethics, gender equality, and environmental sustainability. The institute emphasizes a well-rounded education through an interdisciplinary approach, blending theoretical knowledge with practical experience.**

**Gender equality is actively promoted through initiatives like the Sexual Harassment Committee and the Women's Development Cell, ensuring equal educational opportunities for all. Both male and female students are encouraged to participate in various activities, including sports, to challenge traditional gender roles and address gender-related issues.**

**Reserved Quota SC/ST Cell provides guidance and support to students from Scheduled Castes and Scheduled Tribes, helping them navigate academic and personal challenges while ensuring the implementation of government policies for their benefit.**

**Professional ethics is a key part of the curriculum, with courses designed to develop essential soft skills. Specialized programs in Entrepreneurship, Research Methodology, and Intellectual Property Rights further enhance students' preparedness for their careers.**

**Environmental sustainability is promoted through mandatory courses on Environmental Studies and activities like tree plantation drives, workshops, and NSS camps. These efforts aim to instill environmental responsibility in students, empowering them to contribute positively to society and the planet.**

| File Description | Documents |
|---|---|
| Any additional information | **View File** |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum | **View File** |

## 1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

16

| File Description | Documents |
|---|---|
| Any additional information | **View File** |
| Programme / Curriculum/ Syllabus of the courses | **View File** |

| | |
|---|---|
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | **No File Uploaded** |
| MoU's with relevant organizations for these courses, if any | **No File Uploaded** |
| Number of courses that include experiential learning through project work/field work/internship (Data Template) | **View File** |

### 1.3.3 - Number of students undertaking project work/field work/ internships

**368**

| File Description | Documents |
|---|---|
| Any additional information | **View File** |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | **View File** |

### 1.4 - Feedback System

| 1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni | **A. All of the above** |
|---|---|

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | **No File Uploaded** |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | **View File** |
| Any additional information(Upload) | **View File** |

| 1.4.2 - Feedback process of the Institution may be classified as follows | **A. Feedback collected, analyzed and action taken and feedback available on website** |
|---|---|

| File Description | Documents |
|---|---|
| Upload any additional information | **View File** |

| URL for feedback report | **Nil** |
|---|---|

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

### 2.1.1 - Enrolment Number Number of students admitted during the year

### 2.1.1.1 - Number of sanctioned seats during the year

**840**

| File Description | Documents |
|---|---|
| Any additional information | **View File** |
| Institutional data in prescribed format | **View File** |

### 2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

### 2.1.2.1 - Number of actual students admitted from the reserved categories during the year

**44**

| File Description | Documents |
|---|---|
| Any additional information | **View File** |
| Number of seats filled against seats reserved (Data Template) | **View File** |

### 2.2 - Catering to Student Diversity

### 2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

Our institution believes in pursuing academic excellence by meeting the different learning needs of all students. Thus, a variety of assessment methods, including tests, classroom performance observations, and teacher feedback, are employed to measure students' learning levels. Based on the results, students are further classified into advanced learners and slow learners. Special support for each group is catered.

Special programs for the advancement of advanced learners such as enrichment and challenges provided through quizzes, homeworks and competitions are arranged by the institute to increase their efficiency in critical thinking and their ability to solve problems, which lay the base for their future academic and professional undertakings.

On the other hand, the institution extends its assistance to slow learners through learning gap remediation with the revision lectures before the commencement of exams and confidence building. We make sure that they get one-on-one help through remedial classes, peer mentoring, and skill-set development workshops so that they learn at their own pace.

By creating safe and inclusive environment to learn, all students will get encouraged to put their best into becoming efficient, effective learners. To ensure all students thrive, the institution implements a comprehensive system for identifying and addressing diverse learning styles.

Attached remideal classes conducted for slow learners and programs conducted for advanced learners.

| File Description | Documents |
| --- | --- |
| Link for additional Information | **Nil** |
| Upload any additional information | **View File** |

## 2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

| Number of Students | Number of Teachers |
| --- | --- |
| 368 | 23 |

| File Description | Documents |
| --- | --- |
| Any additional information | **View File** |

## 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

Bunts Institute for Higher Education implements innovative, student-centered strategies to enhance learning, engagement, and critical thinking. By integrating experiential learning, participative

learning, and problem-solving methodologies, the Institute prepares students for academic success and real-world challenges.

Experiential Learning is fostered through industry projects, internships, and field assignments, bridging the gap between theory and practice. Students are encouraged to participate in prestigious national competitions to gain practical exposure and hone their skills. Field trips and industrial visits provide firsthand insights into professional settings, while expert guest lectures by industry leaders and academic scholars offer valuable perspectives and advanced knowledge.

Participative Learning emphasizes active student involvement through role plays, team projects, and debates. Role-playing exercises, enhance understanding by immersing students in practical scenarios. Team-building activities, such as NSS camps, social responsibility initiatives, and health awareness drives, encourage collaboration and community engagement. Group discussions and debates develop critical thinking and expose students to diverse viewpoints.

Problem-Solving Methodologies focus on sharpening analytical and reasoning skills. Case studies, used extensively in management and business law courses, allow students to analyze and resolve complex scenarios. Research projects, quizzes, and access to Wi-Fi-enabled resources cultivate independent learning and innovation, equipping students to tackle challenges with confidence and creativity.

| File Description | Documents |
|---|---|
| Upload any additional information | **View File** |
| Link for additional information | **Nil** |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

In today's digital age, our faculty are increasingly leveraging Information and Communication Technologies (ICT) to enhance the teaching-learning process. ICT-enabled tools offer a dynamic and engaging learning experience for students of all ages.

Teachers have been using a variety of ICT-enabled resources to engage students and make learning somehow more interactive and effective. Most of our faculty members have also attended faculty development programs for acquiring knowledge in artificial intelligence which helps them enhance their skill and make teaching more experiential. Those who come within these facilities can use these facilities such as multimedia presentations to explain difficult concepts with clarity and

**precision. Digital content repositories enable teachers to encourage students to be able to access different kinds of e-resources like e-books, videos, and research articles that promote independent and collaborative learning. Real-time quizzes, polls, and data analytics help track student progress and guide in necessary changes in teaching strategies. It modernizes the whole learning experience but empowers students with the basic digital skills that they will need in futuristic life. In this, way our institution also aspires to prove itself dedicated towards providing a very dynamic, technology-based learning environment in the course of availability with global educational standards.**

| File Description | Documents |
|---|---|
| Upload any additional information | **View File** |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | **Nil** |

## 2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year )

### 2.3.3.1 - Number of mentors

**23**

| File Description | Documents |
|---|---|
| Upload, number of students enrolled and full time teachers on roll. | **View File** |
| Circulars pertaining to assigning mentors to mentees | **View File** |
| mentor/mentee ratio | **View File** |

## 2.4 - Teacher Profile and Quality

## 2.4.1 - Number of full time teachers against sanctioned posts during the year

**23**

| File Description | Documents |
|---|---|
| Full time teachers and sanctioned posts for year (Data Template) | **View File** |
| Any additional information | **View File** |
| List of the faculty members authenticated by the Head of HEI | **View File** |

**2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)**

**2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year**

05

| File Description | Documents |
|---|---|
| Any additional information | **View File** |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template) | **View File** |

**2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)**

**2.4.3.1 - Total experience of full-time teachers**

132

| File Description | Documents |
|---|---|
| Any additional information | **View File** |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | **View File** |

**2.5 - Evaluation Process and Reforms**

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The Institute follows a holistic evaluation approach aimed at enhancing learning outcomes while reducing stress and providing flexibility for diverse learners. This system ensures balanced, fair, and effective internal examinations, fostering a supportive learning environment. The internal assessment mechanism is designed to ensure transparency at every stage.

Before assessments, the syllabus and assessment plans are clearly shared with students. The Institute maintains consistency in setting question papers, ensuring similar formats and difficulty levels across all exams, making the process fair and standardized.

Additionally, periodic assessments include project evaluations and submission of final reports, which are reviewed by faculty members. Internship certificates are required for students who complete internships, and their final marks are processed based on faculty feedback. The results are displayed promptly on notice boards and the Institute's website. External examiners are invited as per University guidelines, and moderators are appointed for assessments. In case of any discrepancies, students can approach faculty for resolution, and revaluation results are announced within the stipulated time. This well-structured approach ensures that assessments are both transparent and effective, meeting the academic needs of all students.

This system is advocated by the University of Mumbai and we are strictly following the same. In this way, our assessment is time-bound.

| File Description | Documents |
|---|---|
| Any additional information | **View File** |
| Link for additional information | Nil |

## 2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

The Institute has established an effective and transparent grievance resolution process to address examination-related concerns. The process begins with Verification, where complaints are carefully assessed against predefined evaluation criteria and rubrics. Any discrepancies, such as misgrading or incorrect calculations, are promptly corrected.

If issues remain unresolved, students can Appeal the decision, escalating the matter to higher authorities, such as the Principal. This ensures that all grievances are given proper attention and resolution.

Such as those that may affect graduation or scholarship eligibility, the Institute prioritizes these issues for swift resolution, minimizing delays that could impact students academic progress.

Communication and Feedback are integral to the grievance redressal system. The Institute ensures Transparency by providing students with clear explanations regarding decisions, including any corrective actions such as grade updates or re-evaluation outcomes. This transparency helps students understand the reasons behind the decisions and fosters trust in the process.

Furthermore, students are encouraged to provide Feedback on the resolution process. This feedback helps refine the system and ensures continuous improvement. The Institute remains responsive to

student concerns, striving for a more efficient and effective grievance handling system. To date, no complaints have been received, reflecting the smooth functioning of this process.

Attached Examination cell and Unfairmeans committee (UMC) reports

| File Description | Documents |
|---|---|
| Any additional information | **View File** |
| Link for additional information | **Nil** |

## 2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

The institution ensures that Programme Outcomes (POs) and Course Outcomes (COs) are clearly defined and aligned with academic and professional goals for all programmes. Each course has its Course Outcomes that will outline what knowledge, skills, and competencies students are expected to acquire. The expected critical thinking, practical approach, and holistic development are defined by the standards of the discipline as well as by the educational objectives of the institution. The COs are designed by the faculty members under the guidance of departmental heads and principal of the institution.

To promote transparency and accessibility, the POs and COs are displayed very prominently on the institution's website and departmental noticeboards. Faculty members communicate these outcomes during orientation sessions, at the beginning of each course, and through syllabus shared with students.

The system creates an opportunity for regular workshops, academic reviews, and interactive discussions about the intended outcomes so that the teachers and students will understand better what the intended outcomes are.

This systematic approach to be defined and communicated in terms of COs is meant to include all the stakeholders that contribute to promoting a focused and outcome-driven learning environment that meets the demands from both academic and professional communities.

| File Description | Documents |
|---|---|
| Upload any additional information | **View File** |

| Paste link for Additional information | **Nil** |
|---|---|
| Upload COs for all courses (exemplars from Glossary) | **View File** |

## 2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

Programme and course outcomes for all programmes offered by the institution are stated, displayed on the website, and communicated to teachers and students. Describe Course Outcomes (COs) for all programmes and mechanisms of communication.

The institution ensures that Programme Outcomes (POs) and Course Outcomes (COs) are clearly defined and aligned with academic and professional goals for all programmes. Each course has its Course Outcomes that will outline what knowledge, skills, and competencies students are expected to acquire upon the completion of each course. The expected critical thinking, practical approach, and holistic development are defined by the standards of the discipline as well as by the educational objectives of the institution.

To promote transparency and accessibility, the POs and COs are displayed very prominently on the institution's website, departmental noticeboards, and course handbooks. Faculty members communicate these outcomes during orientation sessions, at the beginning of each course, and through syllabi shared with students.

The COs and all related instructional materials are also uploaded on digital platforms such as the Learning Management System (LMS). The system creates an opportunity for regular workshops, academic reviews, and interactive discussions about the intended outcomes so that the teachers and students will understand better what the intended outcomes are.

This systematic approach to be defined and communicated in terms of COs is meant to include all the stakeholders that contribute to promoting a focused and outcome-driven learning environment that meets the demands from both academic and professional communities.

| File Description | Documents |
|---|---|
| Upload any additional information | **View File** |
| Paste link for Additional information | **Nil** |

## 2.6.3 - Pass percentage of Students during the year

**2.6.3.1 - Total number of final year students who passed the university examination during the year**

60

| File Description | Documents |
|---|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | **View File** |
| Upload any additional information | **View File** |
| Paste link for the annual report | **Nil** |

**2.7 - Student Satisfaction Survey**

**2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)**

**Nil**

**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 year (INR in Lakhs)**

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

00

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| e-copies of the grant award letters for sponsored research projects /endowments | **No File Uploaded** |
| List of endowments / projects with details of grants(Data Template) | **View File** |

**3.1.2 - Number  of departments having Research projects funded by government and non government agencies during the year**

**3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year**

00

| File Description | Documents |
|---|---|
| List of research projects and funding details (Data Template) | **View File** |
| Any additional information | **No File Uploaded** |
| Supporting document from Funding Agency | **No File Uploaded** |
| Paste link to funding agency website | **Nil** |

**3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year**

**3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year**

06

| File Description | Documents |
|---|---|
| Report of the event | **View File** |
| Any additional information | **View File** |
| List of workshops/seminars during last 5 years (Data Template) | **View File** |

**3.2 - Research Publications and Awards**

**3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year**

**3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year**

01

| File Description | Documents |
|---|---|
| Any additional information | **View File** |
| List of research papers by title, author, department, name and year of publication (Data Template) | **View File** |

**3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year**

**3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year**

00

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| List books and chapters edited volumes/ books published (Data Template) | **View File** |

**3.3 - Extension Activities**

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

As an institution, we believe that education extends beyond the classroom walls. Our extension activities aim to sensitize students to social issues affecting their holistic development, and contributing to the betterment of the neighbourhood.

1. Participated in cleaning up public spaces, parks, and water bodies, promoting environmental conservation and community pride.

2. Participated in blood donation drive and awareness on importance of blood donation.

2. Conducted health and hygiene awareness programs, promoting healthy living and disease prevention like HIV- AIDS.

3. Participated in tree plantation drives, awareness programs on waste management, and conservation of natural resources.

5. Participated in programs promoting social justice and equality, such as awareness programs on gender equality, child rights, and human rights.

6. Under Annapoorna Yojana project of DLLE, students sell food items in a particular area and prepare data of profit/loss.

**Impact:**

**1. Students have demonstrated increased civic engagement and social responsibility.**

**2. Fostered strong relationships with community and stakeholders.**

**3. Students have gained valuable experiential learning experiences, applying theoretical concepts to real-world problems.**

**4. Contributed to the betterment of the neighbourhood community, promoting environmental conservation, health and hygiene, and social justice.**

**5. Learned about small-scale business and learn about time-management, decision making, communication.**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | **View File** |

**3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year**

**3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year**

**04**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Number of awards for extension activities in last 5 year(Data Template) | **View File** |
| e-copy of the award letters | **View File** |

**3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., ( including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs ) during the year**

### 3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non-Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

29

| File Description | Documents |
|---|---|
| Reports of the event organized | **View File** |
| Any additional information | **No File Uploaded** |
| Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template) | **View File** |

### 3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

### 3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

406

| File Description | Documents |
|---|---|
| Report of the event | **View File** |
| Any additional information | **No File Uploaded** |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | **View File** |

### 3.4 - Collaboration

### 3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

09

| File Description | Documents |
|---|---|
| e-copies of linkage related Document | **View File** |
| Details of linkages with institutions/industries for internship (Data Template) | **View File** |

| Any additional information | No File Uploaded |
|---|---|

### 3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

### 3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year

09

| File Description | Documents |
|---|---|
| e-Copies of the MoUs with institution./ industry/corporate houses | **View File** |
| Any additional information | **View File** |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | **View File** |

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

The institution provides comprehensive teaching, learning, and activity-based facilities to support academic, extracurricular, and co-curricular development.

Teaching-Learning Infrastructure

1. Lecture Halls: 9 lecture halls spanning 4,401-sq. ft., with 3 ICT-enabled classrooms featuring projectors and LCD facilities.
2. Library: A 1,401.1-sq. ft. library comprising a librarian's cabin, reading area, student counter, book storage, and a digital library for e-resources.
3. ICT Resources: 4 overhead projectors, 1 movable projector, and campus-wide Wi-Fi access with 50-Mbps speed.
4. Computer Lab: Equipped with 40 computers and essential software for digital learning.
5. Other Academic Facilities

   - Principal's cabin,
   - administrative area,

- IQAC cell, DLLE room
- HOD cabins,
- staff room,
- exam control room.

**Extracurricular and Co-Curricular Infrastructure**

1. Auditorium: 8,000-sq.ft. space for cultural activities, with two 180 sq. ft. green rooms.
2. Gymkhana & Multipurpose Hall: 2,523.7-sq.ft. for indoor activities.
3. Dining Hall: Dedicated space for staff and students.

**Safety & Maintenance**

Fire audit compliance and Annual Maintenance Contract (AMC) for equipment upkeep.

**Additional Infrastructure Facilities**

1. The campus is under CCTV Surveillance.

2. Campus has LIFT and Divyangan support system.

3. Boys and Girls separate common rooms.

4. Pantry Area

5. Water coolers for fresh drinking water

6. Generator for power backup

7. Canteen

| File Description | Documents |
| --- | --- |
| Upload any additional information | **View File** |
| Paste link for additional information | Nil |

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Our institution is dedicated to the holistic development of students by offering facilities for cultural activities, sports, fitness, and mental well-being. These include a gymnasium, yoga center, and a dedicated Sports Cell, designed to enhance physical fitness, mental resilience, and cultural engagement.

Details of Infrastructure:

Auditorium: The Auditorium is a spacious, ICT-enabled facility equipped with modern audio-visual systems, ideal for events, seminars, and cultural programs.

Yoga Center: The Yoga Center provides space for yoga and meditation to improve focus, mental strength, and overall well-being.

Gymkhana: The Gymkhana, equipped with advanced fitness equipment, promotes an active lifestyle among students and staff.

Sports Cell: The Sports Cell organizes tournaments, sports events, and practice sessions for indoor and outdoor games, fostering teamwork, discipline, and a competitive spirit. It also oversees the maintenance of sports facilities and equipment.

Mini Hall: The Mini Hall serves as a venue for guest lectures, cultural programs, and student activities.

Multipurpose Hall: The Multipurpose Hall supports a variety of extracurricular practices.

Ground floor Hall: Additionally, the Ground floor Hall is utilized for hosting cultural events and enhancing student interaction.

All these facilities are well-maintained and accessible, creating an environment that supports students' all-round development, emphasizing physical health, mental well-being.

| File Description | Documents |
|---|---|
| Upload any additional information | **View File** |
| Paste link for additional information | Nil |

**4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.**

| 10 |
|---|

## 4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

| 10 |
|---|

| File Description | Documents |
|---|---|
| Upload any additional information | **View File** |
| Paste link for additional information | **Nil** |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | **View File** |

## 4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

## 4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

| 3.50 |
|---|

| File Description | Documents |
|---|---|
| Upload any additional information | **View File** |
| Upload audited utilization statements | **View File** |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | **View File** |

## 4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

The facility of a digital library plays an important role in accessing online resources including e-journals, databases, and e-books. The free internet access provides more flexibility than traditional physical books. Every year fixed budget is sanctioned by the management of the library and purchase is done as mentioned in every year's audited statements.

1. The library is Automated with software: Which provides e-resources to the stakeholders.

2. Reading room for students

3. Separate reading room for faculties.

**4. Textbooks and reference books**

**5. Daily newspapers displayed in the library**

**8. Course Outcomes and Program Outcomes are displayed in the library**

**9. The library is optimally used by the faculty and students**

| File Description | Documents |
|---|---|
| Upload any additional information | **View File** |
| Paste link for Additional Information | **Nil** |

| 4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources | A. Any 4 or more of the above |
|---|---|

| File Description | Documents |
|---|---|
| Upload any additional information | **View File** |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | **View File** |

**4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)**

**4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)**

**01**

| File Description | Documents |
|---|---|
| Any additional information | **View File** |
| Audited statements of accounts | **View File** |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | **View File** |

**4.2.4 - Number per day usage of library by teachers and students ( foot falls and login data for online access) (Data for the latest completed academic year)**

## 4.2.4.1 - Number of teachers and students using library per day over last one year

**60**

| File Description | Documents |
| --- | --- |
| Any additional information | **No File Uploaded** |
| Details of library usage by teachers and students | **View File** |

## 4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

**1. Institute infrastructure viz. classrooms, auditorium, computer centre, library is ICT enabled.**

**2. To that extent, IT facilities including free Wi-Fi facilities are provided to all teaching and non-teaching faculties along with students. This provides anywhere, anytime free Wi-Fi access to all stakeholders.**

**3. The Bandwidth speed of 50 Mbps provides connectivity to the internet.**

**4. The Institute has a portable projector and fixed-installed projectors in classrooms.**

**5. Campus is Wi-Fi enabled. Free Wi-Fi access to all stakeholders on campus with 50Mbps Speed.**

**6. The campus is under CCTV surveillance to maintain security on campus.**

**7. Computer centre with computers which have been upgraded in last five years.**

| File Description | Documents |
| --- | --- |
| Upload any additional information | **View File** |
| Paste link for additional information | **Nil** |

## 4.3.2 - Number of Computers

**40**

| File Description | Documents |
| --- | --- |

| | |
|---|---|
| Upload any additional information | **View File** |
| Student – computer ratio | **No File Uploaded** |

**4.3.3 - Bandwidth of internet connection in the Institution** | **A. ≥ 50MBPS**

| File Description | Documents |
|---|---|
| Upload any additional Information | **No File Uploaded** |
| Details of available bandwidth of internet connection in the Institution | **View File** |

**4.4 - Maintenance of Campus Infrastructure**

**4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)**

**4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)**

**26.66**

| File Description | Documents |
|---|---|
| Upload any additional information | **View File** |
| Audited statements of accounts. | **View File** |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | **View File** |

**4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.**

**The institution has well-defined systems and procedures for maintaining and utilizing physical, academic, and support facilities such as libraries, sports rooms, seminar halls, computers, and classrooms. It ensures that the facilities are well-maintained, accessible, and utilized effectively.**

**Maintenance:**

- **Institute has entered into annual maintenance contract for preventive and corrective maintenance of various facilities.**

- **Regular inspections and maintenance schedules are in place to ensure that the facilities are in good working condition.**
- **Responsibilities are assigned to the staff for the maintenance of the facilities.**

**Utilization:**

- **Clear guidelines and policies are in place for the utilization of the facilities.**
- **Regular monitoring and evaluation of the utilization of the facilities is carried out to identify areas for improvement.**

**Monitoring and Feedback:**

- **Duties were assigned for the monitoring the systems.**
- **Surveillance systems are in place to monitor the facilities.**
- **Feedbacks are taken from the users for upgrading and improvement of facilities.**

**Budget and Resource Allocation:**

**Yearly budget is prepared at the start of the academic year for the maintenance of the facilities and regular assessment and review is carried out to find out the feasibility of the budget and resource allocation.**

**Maintenance cell and pre-defined SOPs.**

| File Description | Documents |
|---|---|
| Upload any additional information | **View File** |
| Paste link for additional information | **Nil** |

## STUDENT SUPPORT AND PROGRESSION

**5.1 - Student Support**

**5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year**

**5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year**

**78**

| File Description | Documents |
|---|---|
| Upload self attested letter with the list of students sanctioned scholarship | **View File** |
| Upload any additional information | **View File** |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | **View File** |

## 5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

## 5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

**78**

| File Description | Documents |
|---|---|
| Upload any additional information | **View File** |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | **View File** |

| 5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills | **C. 2 of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Link to institutional website | **Nil** |
| Any additional information | **View File** |
| Details of capability building and skills enhancement initiatives (Data Template) | **View File** |

## 5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

**149**

**5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

**149**

| File Description | Documents |
|---|---|
| Any additional information | **View File** |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | **View File** |

| **5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees** | **A. All of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | **View File** |
| Upload any additional information | **View File** |
| Details of student grievances including sexual harassment and ragging cases | **No File Uploaded** |

**5.2 - Student Progression**

**5.2.1 - Number of placement of outgoing students during the year**

**5.2.1.1 - Number of outgoing students placed during the year**

| File Description | Documents |
|---|---|
| Self-attested list of students placed | **No File Uploaded** |

| Upload any additional information | **View File** |
|---|---|

### 5.2.2 - Number of students progressing to higher education during the year

### 5.2.2.1 - Number of outgoing student progression to higher education

09

| File Description | Documents |
|---|---|
| Upload supporting data for student/alumni | **No File Uploaded** |
| Any additional information | **No File Uploaded** |
| Details of student progression to higher education | **View File** |

### 5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

### 5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

02

| File Description | Documents |
|---|---|
| Upload supporting data for the same | **View File** |
| Any additional information | **View File** |

### 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 year

### 5.3.1.1 - 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 year.

03

| File Description | Documents |
|---|---|

| e-copies of award letters and certificates | **View File** |
|---|---|
| Any additional information | **No File Uploaded** |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | **View File** |

**5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms )**

**Objectives that why we have formed student council committee in our college**

- **Representation of Student Interests**
- **Promoting Leadership and Personal Development**
- **Organizing Cultural and Extracurricular Activities**
- **Fostering Social Responsibility and Community Engagement**
- **Creating a Positive and Inclusive Campus Environment**
- **Supporting Academic Excellence**
- **Improving Campus Facilities**
- **Strengthening Student-Teacher Relationships**
- **Encouraging Diversity and Tolerance**

**Work Done by Student council Committee**

**Student council members have successfully completed our cultural and sports event in which various activities were conducted which was organised by the committee incharge under the guidance of our principal and IQAC Coordinator.**

**Objectives that why we have formed Women Development Cell (WDC) in our college**

- **Promoting Gender Equality**
- **Empowering Women Students**
- **Providing a Safe and Supportive Environment**
- **Organizing Awareness Programs and Workshops**
- **Promoting Women's Participation in Extracurricular Activities**
- **Creating Awareness about Health and Well-being**
- **Enhancing Legal Awareness**
- **Mentoring and Counselling**

**The overarching goal of the Women Development Cell is to create an inclusive, supportive, and empowering environment for women, where they can thrive academically, socially, and personally. It works toward ensuring that women have the necessary resources, skills, and opportunities to achieve their full potential while promoting a culture of equality, respect, and mutual understanding.**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | **View File** |

## 5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

## 5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

**21**

| File Description | Documents |
|---|---|
| Report of the event | **View File** |
| Upload any additional information | **No File Uploaded** |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | **View File** |

## 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

**A registered Alumni Association plays a significant part in development of an institution: Mentoring & Networking: Alumni tie existing students into the network through mentorship and provide the student community with career insights that can later be helpful for employment opportunities. Praise for the Institution: Alumni engagement enhances the association's reputation and draws prospective students and faculty members into its fold. Community Development: Alumni gatherings are vital in establishing communities where graduates can feel they belong in lifelong learning and continuing their interaction with the institution. Advocacy: Alumni agitate for the**

interests of an institution within their friend circles and by extension in the professional circles too thereby making it known. Assistance: The Alumni comes in with great assistance during the sports and cultural events lending a helping hand during our busiest times, maintaining a great alliance with students and institution.

Collective Experience: The Alumni of our institution comes together for guiding the students and counselling them for career options as well as for enhancing their skills which would be fruitful for their future endeavors.

Contribution: The Alumni provides costumes from their behalf for the performances and also helps them get ready for the same.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | **View File** |

| 5.4.2 - Alumni contribution during the year (INR in Lakhs) | E. <1Lakhs |
|---|---|

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

The governance of our institution is deeply rooted in its vision and mission. Our management is proactive, participatory, and committed to providing quality education to our growing population. The institution's vision is to empower students to improve their lives and the lives of their fellow citizens.

Governing Structure

Our institution's governing structure is headed by a Governing Body, which oversees the overall management and decision-making processes. The Governing Body has two important committees:

**1. Internal Quality Assurance Cell (IQAC): Responsible for ensuring quality in academic and administrative processes.**

**2. College development committee (CDC): Focuses on overall development and growth of the institute.**

**These committees comprise teaching and non-teaching staff members who oversee various departments, such as examinations, cultural activities, NSS, and extension services.**

**Decision-Making Process**

**Our institution follows a transparent and participatory decision-making process. Teachers are actively involved in decision-making as members of various committees, including:**

**1. IQAC Committee**

**2. CDC Committee**

**3. Student Council**

**4. Staff and Student Welfare Committee**

**5. Women Development Committee**

**Continuous Monitoring and Feedback**

**We have a continuous monitoring system in place, which includes regular feedback collection and action taken reports. This ensures that our institution remains accountable, responsive, and committed to excellence.**

| File Description | Documents |
| --- | --- |
| Paste link for additional information | **Nil** |
| Upload any additional information | **View File** |

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

**6.1.2 Effective Leadership and Decentralization**

Our institution **exemplifies effective leadership** through visible institutional practices, including decentralization and participative management. We follow a dual approach to decentralization, encompassing both academic and administrative aspects.

Academic decentralization is achieved through our Academic Monitoring Committee, which outlines roles and responsibilities of departments, committees, and subjects.

The college management actively participates in various activities, including mobilization of funds and optimum utilization of resources and for organizing different workshops and seminar for the overall development of staff.

Participative management involves all stakeholders, including teaching and non-teaching staff, students, parents, alumni, and industry partners, in various aspects of academic decentralization. This inclusive approach fosters a sense of ownership and responsibility among stakeholders.

Administrative decentralization is ensured through regular meetings with office heads and the distribution of roles and responsibilities. Our committee structure, headed by committee in charge, ensures effective decentralization of responsibilities.

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | **View File** |

## 6.2 - Strategy Development and Deployment

### 6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Perspective Plan Academic Year 2023-24

Sr. No.

Particulars

Remark

1.

To Implement New Education Policy, 2020.

Partially Implemented (M.Com I)

2.

To follow the procedure, rules and regulations of University of Mumbai

Academic Bank Credit ID was generated for current students. It is yet to implement.

3.

To work towards the achievement of better accreditation in NAAC.

Completed 1st Cycle with "B" grade

6.

To strengthen the NSS unit of the college

NSS Unit is registered during the year

7.

To increase participation in DLLE activities to inculcate the moral values to the students.

DLLE Unit is registered during the year

8.

To run the required add-on courses, seminars and workshops.

Institute run more that 6 add on courses, 6 seminars and more than 10 career counselling seminars

9.

Introduction of new extra-curricular activities

Conducted various activities for the development of the students.

10.

**To participate in the outreach and extension activities**

**Institute has received recognition from various agencies which includes appreciation award form Muncipality.**

**11.**

**To conduct more activities for women empowerment and gender sensitization.**

**Conducted various programs for women empowerment and gender sensitization.**

**12.**

**To strengthen alumni association of the college.**

**Alumni association was registered during the year.**

| File Description | Documents |
|---|---|
| Strategic Plan and deployment documents on the website | **No File Uploaded** |
| Paste link for additional information | **Nil** |
| Upload any additional information | **No File Uploaded** |

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

**The institution's governance structure is robust, ensuring effective functioning of its bodies. The Bombay Bunts Association, the apex governing body, appointed a Higher Education Committee to oversee educational matters.**

**The Institute management has established various policies, such as leave policy, attendance and working hours policy, discipline policy, and service rule policy, for smooth conduct. The Principal, appointed by the Management Committee and approved by the University of Mumbai, provides academic and administrative leadership.**

**The Principal, appointed by the Management Committee and approved by the University of Mumbai, heads the institution, providing academic and administrative leadership. Two academic bodies, college Development Committee (CDC) and the Internal Quality Assurance Cell (IQAC), play a vital**

role in monitoring and planning institutional activities, ensuring academic excellence and quality assurance.

The Head of Office oversees all office-related work and University correspondence, ensuring seamless administrative operations. The institution has established a comprehensive range of policies and procedures, including admission, examination, library, leave, and e-governance, facilitating smooth functioning and transparency.

The Academic Monitoring Committee conducts regular meetings to review progress, monitor work, and address challenges, ensuring that institutional objectives are met. Academic and administrative audits are conducted by the IQAC department.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Link to Organogram of the Institution webpage | Nil |
| Upload any additional information | View File |

| 6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination | A. All of the above |
|---|---|

| File Description | Documents |
|---|---|
| ERP (Enterprise Resource Planning)Document | View File |
| Screen shots of user interfaces | View File |
| Any additional information | No File Uploaded |
| Details of implementation of e-governance in areas of operation, Administration etc (Data Template) | No File Uploaded |

## 6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff

6.3.1Faculty Empowerment Strategies

Our institution prioritizes the welfare and empowerment of its faculty members, recognizing their crucial role in shaping the academic landscape. We offer a comprehensive range of welfare

measures, including:

**General Welfare Measures**

- Provident Fund (PF) and Gratuity, ensuring financial security for our staff

- Comprehensive Leave Policies, allowing staff to recharge and maintain a healthy work-life balance

- Recreational activities, such as picnics and get-togethers, fostering camaraderie and team spirit among staff members.

- Health care seminars, check-ups, and camps for staff, students, parents, and families, promoting overall well-being

**Professional Development**

- Workshops and training programs for staff development, enhancing their skills and knowledge

- Support for faculty development programs, with the institution bearing 50% of the charges, encouraging staff to pursue further education and research

**Financial Support**

- 50% concession on tuition fees for staff wards, enabling them to access quality education

**Additional Support**

- Disability support system, ensuring equal opportunities and accessibility for all staff members

- Free access to the library for staff members, facilitating research and academic pursuits

- Recreational activities, such as one-day picnics for staff, promoting team building and stress relief.

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | **View File** |

## 6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

## 6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year

**27**

| File Description | Documents |
|---|---|
| Upload any additional information | **View File** |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | **View File** |

## 6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

## 6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

**01**

| File Description | Documents |
|---|---|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | **No File Uploaded** |
| Reports of Academic Staff College or similar centers | **No File Uploaded** |
| Upload any additional information | **View File** |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | **View File** |

**6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**

**6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year**

**27**

| File Description | Documents |
|---|---|
| IQAC report summary | **No File Uploaded** |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | **No File Uploaded** |
| Upload any additional information | **View File** |
| Details of teachers attending professional development programmes during the year (Data Template) | **View File** |

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

Our institution has a comprehensive and transparent performance appraisal system in place for teaching and non-teaching staff. This system aims to evaluate individual performance, identify areas for improvement, and provide opportunities for growth and development. Evaluation Criteria for Teaching Staff: - Quality of teaching, assessed through systematic student feedback mechanisms - Effectiveness of lesson plans, teaching methods, and modern techniques used - Research output, publications, and conference attendance, demonstrating academic excellence - Participation in faculty development programs, workshops, and institutional activities, showcasing commitment to professional growth - Committee handling and subject-specific results, highlighting administrative and academic responsibilities

Evaluation Criteria for Non-Teaching Staff: - Performance, behaviour, and activities, demonstrating job proficiency and work ethics - Contribution to community programs and initiatives, showcasing social responsibility and outreach - Participation in skill enhancement programs, workshops, and training sessions, highlighting commitment to professional development - Innovation at work, demonstrating creativity and problem-solving skills

Appraisal Process: - Yearly self-assessment by staff, encouraging reflection and goal-setting - Feedback from IQAC and the Principal, providing constructive criticism and guidance - Comprehensive evaluation and goal-setting for future performance, ensuring continuous improvement and growth. This performance appraisal system helps our institution to Foster a culture of

excellence and accountability - Identify and address performance gaps - Provide opportunities for professional growth and development - Enhance job satisfaction and morale among staff members

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | **View File** |

## 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

**6.4.1 Internal and External Financial Audit**

Our institution conducts regular internal and external financial audits to ensure transparency and accountability in financial management. The process involves: Budget Preparation: The institution prepares its annual budget at the beginning of each year, outlining projected income and expenses. Monthly Expenditure: Expenses are incurred as per the sanctioned budget, and receipts and payment accounts are prepared and scrutinized monthly. Internal Audit: The internal auditor visits the institution at regular intervals to review financial transactions and accounts. Queries raised by the internal auditor are promptly addressed by the accounts department. External Audit: An external audit is conducted annually, at the end of each financial year, to provide an independent assessment of the institution's financial management.

Internal Audit: An internal auditor is appointed in every AGM, who periodically reviews the accounts.

External Audit: External audited statements are prepared and taken care of by C.A with the Head of the Institution and management.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

## 6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

## 6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

6.0

| File Description | Documents |
|---|---|
| Annual statements of accounts | **View File** |
| Any additional information | **No File Uploaded** |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | **View File** |

## 6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

This institution is a self-financing Private institute. The Institution is being run with self sufficient funds generated from tuition fees. In case of renovation of the building or extension, the management always subsidized by providing required finance. Financial planning is done prior to the beginning of the academic year. Adequate funds are utilized for enlargement and upkeep of infrastructure of the institute. Institute has a straightforward, unblurred and transparent financial policies which establishes superlative implementation of finances for academic, administrative and other activities. Fragmentally funds are allocated towards social service activities as part of social responsibilities through NSS/ DLLE.

Mobilization and Optimal Utilization of Resources:

1. Main source of revenue is student fees. we are providing higher education at affordable fees.

2. Infrastructure Augmentation funds raised by the management and CSR funding.

3. The objective of the trust is to provide quality education at an affordable cost at the doorsteps of the students, especially a migrated/ economically weak sectors.

4. Proper utilization of infrastructure and academic facilities.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |

| Upload any additional information | [View File] |
|---|---|

## 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

The Institutional Internal Quality Assurance Cell (IQAC) has contributed significantly to institutionalizing the quality assurance strategies and process. IQAC coordinator conducts two meetings yearly in addition to all other members.

The major focus is given in the last five years:

1. Academic excellency
2. Admission
3. Placement and higher studies
4. Formation of MOUs to provide internships and field visits
5. Process of accreditation

IQAC conducts sporadic scrutiny of the teaching-learning process, techniques, and learning outcomes:

1 Faculty members are encouraged to use more original and clear teaching strategies

2. Increased use of ICT tools.

3. Feedback received from faculty, students, parents, industry, and alumni vision and missions are defined.

4. Plan to implement vocational and distance learning to support NEP 2020.

IQAC performs the following commission regularly:

1. Improving interlinkage between industry and Institute by conducting sessions of experts.

2. Stimulating Outcome Based Education (OBE)

3. Documentation of process

## 4. Preparation of ranking framework

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | **View File** |

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the following incremental improvement in various activities:

NAAC Accreditation

IQAC has successfully done the NAAC Accreditation cycle 1 with "B" grade during the A.Y.2023-2024.

National Education Policy (NEP)

Institute has successfully implemented NEP-2020 for the M. Com-I students.

Motivating Faculty Members to use ICT tools

Institute has done IT infrastructure improvement by installing projectors in the class room and thereby encouraged faculty members to use ICT tools.

Student Support and Progression

Institute has entered into additional MOUs with the industry, other institute and organizations.

Library Automation

- Purchase of software like N-list for making available e-resources to the students and staff.
- Additional computers in the library were beneficial to the students for research and other work.
- OPAC was made available through which students can check the availability of books and other resources online.
- National Social Service Unit (NSS) and Department of Life Learning and Extension (DLLE)

Institute successfully registered NSS and DLLE unit of the institute. Various extension and outreach programs were conducted through this unit.

Awareness about Academic Bank of Credit:

IQAC has conducted session for the awareness of Academic Bank of Credit among the students and helped the students to understand the importance of ABC Id. Committee of teachers was made to attend the queries related to ABC id generation.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | **View File** |

| **6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)** | C. Any 2 of the above |
|---|---|

| File Description | Documents |
|---|---|
| Paste web link of Annual reports of Institution | Nil |
| Upload e-copies of the accreditations and certifications | **View File** |
| Upload any additional information | **View File** |
| Upload details of Quality assurance initiatives of the institution (Data Template) | **View File** |

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Our institution is committed to promoting gender equity and has implemented various measures to achieve this goal. initiatives include:

- Constitution of committees: The institution has established various committees, such as the Internal Complaint Committee, Anti-Ragging Committee, and Discipline Committee, which comprise both male and female members.

- Women's empowerment programs: The institution organizes various programs for women, including self-defense programs, grooming programs, health check-up camps, and counseling sessions.

- Equal opportunities: The institution provides equal opportunities for both male and female students to participate in various activities, such as sports, cultural events, and student council elections.

- Student council: The student council committee has a representation of both male and female students cases.

- Staff and student welfare committee: The institution has a staff and student welfare committee that addresses the grievances of both male and female students and staff members.

.- Common Rooms: Separate common rooms are provided for girls and boys, with attached washrooms. The girls' common room is equipped with a 'Suggession Box' where students can anonymously submit their concerns or suggestions.

- Surveillance system: The institution has installed more than 50 CCTV cameras to ensure the safety and security of both male and female students.

Gender Audit Reports and Gender Equity Reports are attached.

| File Description | Documents |
|---|---|
| Annual gender sensitization action plan | Nil |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | Nil |

| | |
|---|---|
| **7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures   Solar energy          Biogas plant Wheeling to the Grid   Sensor-based energy conservation Use of LED bulbs/ power efficient equipment** | D. Any 1 of the above |

| File Description | Documents |
|---|---|
| Geo tagged Photographs | **View File** |
| Any other relevant information | **No File Uploaded** |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management  Waste recycling system Hazardous chemicals and radioactive waste management

**7.1.3 Facilities for Waste Management**

**Our institution has implemented a comprehensive waste management system to handle degradable and non-degradable waste. The key features of this system include:**

**- Separate collection and segregation of solid and liquid waste**

**- Segregation of waste into categories like vegetable waste, paper waste, e-waste, and metal waste**

**- MOU with authorized vendors for e-waste disposal**

**- Shredding and recycling of confidential papers and documents**

**- Separate collection and recycling of metal and plastic waste**

**- Daily waste collection by Navi Mumbai Municipal Corporation vehicles, ensuring timely and efficient waste disposal.**

**Our institution is committed to reducing waste and promoting sustainability. The waste management system is regularly monitored and reviewed to ensure its effectiveness.**

**1. SOLID WASTE MANAGEMENT-APPLICABLE-DONE**

**2.LIQUIDWASTE MANAGEMENT- NOT APPLICABLE**

**3. BIOMEDICALWASTE MANAGEMENT- NOT APPLICABLE**

**4. E-WASTE MANAGEMENT-APPLICABLE-DONE**

**5. WASTE RECYCLING SYSTEM-NOT APPLICABLE**

**6. CHEMICALS AND RADIOACTIVEWASTE MANAGEMENT- NOT APPLICABLE**

| File Description | Documents |
|---|---|
| Relevant documents like agreements/MoUs with Government and other approved agencies | **View File** |
| Geo tagged photographs of the facilities | **Nil** |
| Any other relevant information | **No File Uploaded** |

| **7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus** | **B. Any 3 of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Geo tagged photographs / videos of the facilities | **View File** |
| Any other relevant information | **No File Uploaded** |

**7.1.5 - Green campus initiatives include**

| **7.1.5.1 - The institutional initiatives for greening the campus are as follows:**<br><br>1. **Restricted entry of automobiles**<br>2. **Use of Bicycles/ Battery powered vehicles**<br>3. **Pedestrian Friendly pathways**<br>4. **Ban on use of Plastic**<br>5. **landscaping with trees and plants** | **A. Any 4 or All of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Geo tagged photos / videos of the facilities | **View File** |
| Any other relevant documents | **No File Uploaded** |

## 7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

| | |
|---|---|
| **7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities** | **B. Any 3 of the above** |

| File Description | Documents |
|---|---|
| Reports on environment and energy audits submitted by the auditing agency | **View File** |
| Certification by the auditing agency | **No File Uploaded** |
| Certificates of the awards received | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

| | |
|---|---|
| **7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment     5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen            reading** | **C. Any 2 of the above** |

| File Description | Documents |
|---|---|
| Geo tagged photographs / videos of the facilities | **No File Uploaded** |
| Policy documents and information brochures on the support to be provided | **No File Uploaded** |

| Details of the Software procured for providing the assistance | **No File Uploaded** |
|---|---|
| Any other relevant information | **No File Uploaded** |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

The students and faculty were made aware of voter's rights. The students were made aware of their responsibilities including regular attendance, discipline to maintain decorum, maintaining social as well as environmental responsibilities.

The responsibilities of faculty members are as follows:

1 All the faculty members are expected to follow the rules and regulations of the Institution.

2. The constitution of the student council and other committees' equal involvement of boys and girls students.

3. Our Institute celebrates national and international days.

4. Our Institute always promoted national harmony and zero tolerance where all religions and diversified students unite and stay healthy under a single umbrella.

5. Independence Day, Republic Day, Constitution Day, and all national and international days celebrated in the Institution.

Harmony towards cultures, and regions:

Maintained by celebrating Hindi Divas, Marathi Divas, Traditional Days, and much more. All students and faculties from all religions and regions are friendly and helpful to each other by all means. All are under a single umbrella.

Trust is running outreach and extension activities for all common communities

Cultural/ regional diversity is maintained in Institutional premises.

The Code of Conduct reflects the values, rights, duties, and responsibilities of citizens and is hosted on a website for stakeholders and also displayed on notice boards.

| File Description | Documents |
|---|---|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

**The college morning schedule begins with the playing of the national anthem centrally which feels the students with positive vibes and also encourages academic discipline in the campus. The students and faculty were made aware about voter's rights. The students were made aware about their responsibilities include regular attendance, discipline to maintain decorum, maintaining social as well as environmental responsibilities. Responsibilities of faculty members are as follows:**

**1 All the faculty members are expected to follow the rules and regulations of the Institution.**

**2. The workload of all the staff shall be fixed by the Head of Department depending on subject choices given by them along with department requirements.**

**3. Faculty should attempt seminars and workshops .**

**All roles and responsibilities of every entity involved in overall growth of the Institute is displayed on the website as Code of Conduct.**

| File Description | Documents |
|---|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | **View File** |
| Any other relevant information | **View File** |

| 7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution | **A. All of the above** |
|---|---|

**organizes professional ethics programmes for students, teachers, administrators and other staff     4. Annual awareness programmes on Code of Conduct are organized**

| File Description | Documents |
|---|---|
| Code of ethics policy document | **View File** |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

## 7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

**7.1.11 Celebration of National and International Commemorative Days**

**Our institution enthusiastically celebrates national and international commemorative days, events, and festivals, fostering a sense of patriotism, cultural awareness, and community bonding.**

**We annually observe Independence Day and Republic Day with great fervor, organizing flag-hoisting ceremonies, patriotic song performances, inspiring speeches, and Blood donation camps.**

**Our institution also celebrates International Yoga Day, organizing workshops and sessions for students, promoting physical and mental well-being.**

**Additionally, we commemorate Constitution Day, inviting experts to enlighten students about the Indian Constitution and its significance.**

**Other notable celebrations include International Women's Day, Friendship Day, Navratri festival, and Voters' Day, with our NSS unit actively spreading awareness about the importance of voting.**

**These celebrations not only promote national pride and cultural awareness but also provide opportunities for students to develop important life skills, such as teamwork, leadership, and social responsibility.**

| File Description | Documents |
|---|---|
| Annual report of the celebrations and commemorative events for the last (During the year) | **No File Uploaded** |

| Geo tagged photographs of some of the events | **View File** |
| Any other relevant information | **No File Uploaded** |

## 7.2 - Best Practices

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

Best Practice 1

Title of the Practice: Extension Activities for Holistic Development: A Community- Based Approach

Objectives of Practice:

1. To sensitize students to social issues affecting their holistic development.
2. To provide opportunities for students to engage in community service and development projects.
3. To foster partnerships with community organizations and stakeholders.
4. To promote experiential learning and civic engagement.

The Practice: Our extension activities include:

1. Community Cleanliness Drive
2. Blood Donation Drive
3. Health and Hygiene Awareness
4. Environmental Conservation
5. Social Justice and Equality
6. Annapurna Yojana

Evidence of Success:

1. Increased civic engagement and social responsibility among students
2. Improved community relationships with community organizations and stakeholders
3. Enhanced experiential learning experiences for students
4. Positive community impact through environmental conservation, health and hygiene, and social justice initiatives
5. Development of entrepreneurial skills and self-reliance among students

Problem Encountered and Resource Required: To sustain and expand our extension activities, we require resources such as funding, community partnerships, and infrastructure support.

**Best Practice 2**

**1.Title of the Practice: Imbibing Indian Heritage Through Engaging Events for integrated growth.**

**2. Objectives of the Practice: Toinstillcultural awareness, pride, and appreciation among students by showcasingdiverse feature of Indian culture. 5. Evidence of Success: 1. Increased participation in cultural activities.**

**2. Developed creative thinking.**

**3. Increased of cultural sensitivity towards our heritage and tradition.**

**4. Connectivity and honor for our freedom fighters and leaders of our nation.**

| File Description | Documents |
| --- | --- |
| Best practices in the Institutional web site | **View File** |
| Any other relevant information | **View File** |

## 7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

**Distinctive Area: Empowering First-Generation Learners from Weaker Sections**

**Our institution takes immense pride in empowering first-generation learners from weaker financial sectors, where parents are illiterate. We provide comprehensive support through government and non-government recognized scholarships, flexible installment-based fee payment options, and infrastructure augmentation through CSR funding.**

**Our primary focus is on imparting high-quality education, relating theoretical concepts to real-time requirements, and equipping students with the necessary skills to face challenges in the employment market. We strive to create multiskilled talent, matching the evolving requirements of the corporate world.**

**Through transparent and open-minded policies, we actively involve stakeholders, including parents, teachers, and students, in decision-making processes. Our holistic education model coordinates physical, mental, moral, and social development, training students in citizenship, teamwork, and the art of living in society.**

By creating an ideal learning environment, we aim to produce well-rounded individuals, fit for life and livelihood, and contribute to building an ideal society. Our commitment to empowering first-generation learners has a profound impact on their lives, fostering a brighter future for themselves and their families.

| File Description | Documents |
|---|---|
| Appropriate web in the Institutional website | No File Uploaded |
| Any other relevant information | No File Uploaded |

## 7.3.2 - Plan of action for the next academic year

7.3.2 Future Plans of Action for Next Academic Year

Our institution has outlined a comprehensive plan for the next academic year, focusing on quality enhancement and stakeholder engagement.

To enhance our quality management systems, Institute is planning to go for NIRF ranking. We will also emphasize research writing and book publication activities, promoting academic excellence among faculty and students.

To foster industry-institution partnerships, we will conduct COs and POs Mapping seminars and workshops. In light of the impending implementation of the National Education Policy 2020, we will organize seminars and workshops for all stakeholders to ensure a smooth transition.

Additionally, we plan to conduct training programs for administrative staff, collaborate with organizations for internship programs, and organize resource conferences at the state and national levels. These initiatives will enable us to improve our qualitative and quantitative matrix, ultimately enhancing the institute's overall standing.