



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

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

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Hirwal Education Trust cherishes a dream of raising the standard of living of the rural area like Mahad, through proper education. The Gurukul Academy was established first in the year 2004 and soon thereafter, on 20th August 2009, there was the inception of the College of Computer Science and Information Technology (CCSIT) with just 09 students and running only Computer Science and Information Technology programs. Today the college has grown with an additional management studies program and student strength of 216. Though starting these professional courses in rural region was very challenging, the visionary approach and vigour of the Management, made it possible. CCSIT provides this professional education, at a campus equipped with adequate modern facilities, aimed at empowering the students with skills and confidence, enough to compete with their urban counterparts. With a great synergy, the Management, Principal and teachers of CCSIT are moulding the students into competent and responsible youth ready to face any global challenge. The College is further putting in efforts to make diversified choice of program available to the students. Accordingly, a proposal for new courses in Arts, Science and Commerce, to begin from the academic year 2019-20, has been submitted to the University of Mumbai.

Vision

Empowerment of students for social entrepreneurship and vocational skills.

Mission

- To provide educational facilities for innovative thoughts and creativity,
- To inculcate autodidactic skills among students through Project based learning,
- To encourage community driven activities by involvement of all stakeholders for overall lifestyle development of society in Mahad.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Highly motivated governing body with a vision to build Global Konkan,
- Easy access to the Institute by road and railway,
- Adequate infrastructure with modern amenities and facilities,
- Well-disciplined students eager to learn and participate in various flagship programs.

Institutional Weakness

- Mostly first generation learners,
- Economically weaker society,

- Maximum students studied in regional language facing difficulties in verbal and written English communication,
- Parents show least involvement.

Institutional Opportunity

- Abundance of potentially talented students,
- Employment opportunities due to Industries and Businesses in vicinity,
- Fair scope to grow within the framework of the new Maharashtra Public Universities (Amended) Act 2016, and the flexibility in UGC Policies,
- Commendable work of the Trust towards creating Global Konkan ensuring educational and placement opportunities.

Institutional Challenge

- Getting trained and eligible teachers to work in rural area,
- Permanently unaided Institution,
- Limitations to provide value based and add-on courses to the students due to unaffordability to pay fees,
- Distance of College from cities forbids access to resources and expert faculty.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Hirwal Education Trust's College of Computer Science and Information Technology is affiliated to the University of Mumbai and has adopted the curricula approved by it. The Institute prepares an academic calendar for every semester according to which, the teachers make their lesson plans and execute them. Students additionally carry out project work under the guidance of teachers. The feedback collected from students at the end of each semester together with the analysis of results of the semester examinations helps teachers improve their performance. A tie-up with a sister Institution, C-IIT, enables CCSIT to make diploma and certificate courses available to its students to enhance their skills.

University of Mumbai, through its Board of Studies in different subjects and the Academic Council, revises the course contents and/or the courses and also makes the elective courses available to the students to opt from, in the Choice Based Credit System (CBCS) for various degree programs.

The teachers from CCSIT avail of the workshops and training programs organized by various organizations to cope with the changed syllabi and new courses. Each program has a foundation course in each semester, wherein interdisciplinary knowledge can be acquired by the students.

CCSIT encourages students to participate in a variety of co-curricular, extra-curricular and extension activities to groom their overall personality. The industrial visits and case studies that the students are involved in, give them an insight into the applications of what they learn in classrooms and laboratories.

Teaching-learning and Evaluation

Despite the fact that CCSIT is in rural area, it has occasionally enrolled students from different states and even countries. With a sanction for 60 seats per year, of the three programs it offers, CCSIT has a total intake capacity of 540 seats. The Institution follows the reservation policies laid down by the University and Maharashtra State while admitting the students.

The teachers use various innovative teaching methods, pedagogies and tools, including ICT, to ensure the efficacy of teaching and learning. Similarly, they use a variety of evaluation methods to appropriately modify their teaching methods and also to ascertain which of the students are slow learners, for whom a special attention is provided in teaching.

The students to teacher ratio has remained around 40:1 through the years CCSIT has been functioning. The teachers try to inculcate autodidactic habits in the students through the project based teaching. Each student completes at least one project per semester and presents a report of the same. Peer learning, group discussions, case studies, industrial visits, and the likes, provide the students, fair opportunities of self-learning and gaining confidence. Teachers counsel students for career selection, stress management as well as time management.

Besides their duties towards teaching, co-curricular, extra-curricular and extension activities and administrative chores, the teachers give their best in improving their qualifications, updating their knowledge and skills as well as engaging in research.

Research, Innovations and Extension

CCSIT is not yet a recognized research center though the basic facilities for research are being made available. The students are encouraged to take up projects that involve data mining, data analysis and interpretation, which are all the essential components of research. The innovative thinking is promoted through the projects.

The Hirwal Education Trust cherishes a vision of improving the standard of living of the rural population for which it has ventured into the field of education. The CCSIT has been established with the aim of providing skill based vocational programs for the rural students to empower them with skills and confidence that can match with any student from an urban area. The Trust involves teachers and students in participating in various programs of spreading awareness towards health, hygiene and cleanliness; conservation of environment and natural resources like biodiversity, water and energy; modern agricultural practices; and so on.

Though the number of students, studying in the three degree programs that the Institute offers, is limited there is a fair enrollment of students in NSS and DLLE units of the College. Through these programs the Institute is planning and executing a variety of community based programs. In the last five years, 450 students and 20 teachers have participated in various extension activities of the College.

The Institute has collaborations with other Institutions and Organizations for the internet facilities on the campus; faculty and student exchange; field visits; on-job-training; as well as community based, social welfare activities.

The faculties are being groomed and trained in necessary skills to develop research proposals for Ph. D., to design research projects and to write scientific research papers. They are encouraged to register for Ph. D. Faculties are seriously working towards the same.

Infrastructure and Learning Resources

The Institution is on a three acres plot of land and currently has a three storied building with a provision to add two more stories. There are 20 well ventilated classrooms with all essential fixtures. There are five laboratories, an audio-visual (seminar) room, a Girls Common Room, a Boys Common Room, a yoga/ meditation room, a gymkhana room, a medical room, a NSS room, a DLLE room, a library, a reading room and wash rooms for boys and girls.

Most of the classrooms are ICT ready, with projection and internet facilities. There are 76 computers with fairly latest configuration and internet connectivity so that the students operate the computers individually during the laboratory sessions and share the computers in library. The students enjoy a free Wi-Fi facility on the campus.

Though the students are used to referring to e-books (website of the college has links to these), there is a library and a reading room for the use of students and teachers. The teachers also have an access to the departmental libraries.

The gymkhana is equipped with the required materials for indoor and outdoor games and there are two visiting sports teachers to guide the students and to select the members of teams for various games.

There are facilities for purified, cool water; an on-campus canteen, a medical room, parking area and playground.

Student Support and Progression

To ensure proper support to the students, there is a reliable and transparent system at CCSIT. The College Development Committee has students' representatives to oversee implementation of all the policy decisions taken by the Governing Body of the College. There is a Student's Council, with Class representatives, Joint Secretary and General Secretary, to look into the issues of students. There are various committees like a Students' Welfare Committee, an Admissions Committee, an Internal Complaints Committee, a Women Development Cell, a Grievance Redressal Committee, a Scholarships Committee, all of which look after an overall welfare of the students.

The Institute supports students in conducting a variety of programs related to their career counseling, soft skills development, and so on. The training and placement cell coordinates training, internships and on-job-training of the students. The faculty as well as alumni of the Institution actively contributes to the students' development and progress.

A suggestions box is installed on the premises of the College for the use of students and/ or parents and there is a set procedure to address the suggestions received.

Governance, Leadership and Management

The Managing Body, the College Development Committee (formerly the Local Managing Committee), the Principal, the Heads of Departments, the teachers and the non-teaching staff work in a perfect harmony towards the fulfillment of the vision and mission of the Institution. There is a set procedure and a predetermined role of

each of the above components so that the Institute is managed in a participatory and decentralized manner.

All the tasks involved in admissions, students' support, scholarships, finance and accounts and examination are online, relieving a lot of burden on the office staff and teaching staff. There are well defined objectives and operative procedures for various committees.

The management of CCSIT looks after the welfare of its teaching as well as non-teaching staff. Financial support for participating in workshops, training programs, seminars, conferences, and the likes, an advance from the pay for illness/ any other valid reason; concession in fees to the children of the staff studying in Trust's Institutions; concession in fees to the needy students; are a few of the gestures of Hirwal Education Trust for the welfare of staff and students.

The teachers keep themselves adequately updated in skills and information by participating in training programs, workshops, seminars and conferences, though none of them has acquired UGC recommended qualification. They work out API score for each year and get it verified from the HoD and/or Principal.

The programs run by the Institution being permanently unaided, the salary as well as non-salary expenditure is met with from the fees collected from students with the management putting in the deficit amount, if any, from their funds.

The IQAC of the Institution was constituted in 2018-2019.

Institutional Values and Best Practices

Hirwal Education Trust values the gender equality, class equality, caste equality and National Integrity. All through the hierarchy of organizational structure, an equal treatment to the genders and casts can be noticed. Teachers as well as students organize programs to uphold these values. Various committees operate to maintain communal, gender and class harmony on the campus.

There are security guards, fire security, students' group insurance, etc. to safeguard the students from any untoward events.

The best practices CCSIT follows on yearly basis include: Gender Equality Programs, Anti-ragging Programs, Plastic Free Campus, Tree Plantation, Saplings distribution, Swachhata Abhiyaan, etc. The birth and/or death anniversaries of eminent persons are celebrated to inspire the students. Independence Day, Republic Day and the birth/death anniversaries of Martyrs from Raigad are celebrated to infuse patriotism among the students.

The Management of Hirwal Education Trust is deeply involved in Community work and is striving hard, through various national and international projects (collectively constituting the Global Konkan projects), to develop Mahad Taluka, Raigad District and complete Konkan region prominent across the globe. Following the mission and values of Trust, staff and students of CCSIT are working hard to make the college vibrant with multidimensional activities.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	HIRWAL EDUCATION TRUST'S COLLEGE OF COMPUTER SCIENCE AND INFORMATION TECHNOLOGY
Address	Mumbai-Goa Highway ,Behind Dharia Petrol Pump , At-Chambharkhind ,Post/Tal Mahad, Dist Raigad
City	ChambharKhind Mahad
State	Maharashtra
Pin	402301
Website	hirwaleducationtrust.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Purushottam Gopalkrishna Kale	02145-222057	8308379867	-	hirwaleducationtrust@rediffmail.com
IQAC Coordinator	Jyothi Vasantha Poojary	02145-222056	9322507685	-	sonapjry@rediffmail.com

Status of the Institution	
Institution Status	Self Financing and Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
Date of establishment of the college		20-08-2009		
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name		Document	
Maharashtra	University of Mumbai		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Mumbai-Goa Highway ,Behind Dharia Petrol Pump , At-Chambharkhind ,Post/Tal Mahad, Dist Raigad	Rural	2.475	2933.47

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Computer Science	36	HSC Science with Maths	English	180	43
UG	BSc,Information Technology	36	HSC Science with Maths	English	180	82
UG	BMS,Management Studies	36	HSC Arts Commerce Science	English	180	91

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	1	0	0	1	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				10			
Recruited	0	0	0	0	0	0	0	0	3	7	0	10
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	7	1	0	8
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	3	0	6

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	4	0	4

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0		4		4

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	141	0	0	0	141
	Female	75	0	0	0	75
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate	Male	11	0	0	0	11
	Female	12	0	0	0	12
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	8	5	3	7
	Female	3	5	7	5
	Others	0	0	0	0
ST	Male	1	1	0	1
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	26	21	18	25
	Female	24	25	17	12
	Others	0	0	0	0
General	Male	40	38	38	50
	Female	45	41	42	41
	Others	0	0	0	0
Others	Male	19	27	32	34
	Female	12	19	23	20
	Others	0	0	0	0
Total		178	182	180	195

3. Extended Profile

3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response: 249

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	3	3	3

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
195	180	182	178	166

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
291	291	291	291	291

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of outgoing / final year students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
64	57	35	32	31

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

Number of full time teachers year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
14	14	13	11	12

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
14	14	13	11	12

File Description	Document
Institutional Data in Prescribed Format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 21

Number of computers

Response: 76

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
11.88	12.55	14.55	18.25	15.68

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

Response:

Being the affiliated institute, the College implements the curriculum prescribed by University of Mumbai (MU).

For effective implementation of the curriculum the following process has been developed and deployed.

- An academic calendar is prepared at the beginning of each semester.
- Time tables are prepared for each program, well in advance, before sessions begin.
- Work allocation to the teachers is made well in advance to decide teaching plans and pedagogy.
- Syllabus monitoring register is maintained for checking compliance of the curriculum and lesson plans.
- The College encourages organization of guest lectures, group discussions, and industrial visits.
- Teachers use modern teaching aids, ICT devices for effective delivery of curriculum.
- The teachers create interest by keeping connectivity with the latest trends in respective subjects.
- The teachers use case studies and video clippings for encouraging brain storming sessions for the students.
- Remedial teaching is arranged for the weak students.
- The examination pattern recommended by the Board of Studies and Academic Council of University is strictly adhered.
- An examination control room is maintained for digitalized system enforced by the University.
- The sanctity of examination is preserved and a fair transparency is maintained in the entire proceeds of examinations, evaluation and declaration of results.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 5

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

File Description	Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 0

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 36.14

1.2.1.1 How many new courses are introduced within the last five years

Response: 90

File Description	Document
Details of the new courses introduced	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 3

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 19.24

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
46	41	39	28	21

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

1.3 Curriculum Enrichment

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

Response:

The curriculum is designed by the University itself includes many of these aspects such as the Foundation of Course- Foundation of Human Skill, Environmental Studies in I Year and Ethics & Governance in II Year.

To address the issues of gender, environment and sustainability, human values and professional ethics, the foundation course subjects have been designed by the University.

Teachers, besides teaching these subjects and topics therein, refer to the cases that appear in media or that have occurred in the Taluka/ District/ State to emphasize their points.

Students are encouraged to express their understanding of these issues in essays/ slogans/ rangoli/ street plays in various intra-collegiate and inter-collegiate competitions and programs.

In NSS and DLLE projects, students are made to take up the issues of gender equality, human values, professional ethics and environment protection.

File Description	Document
Any Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 8

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 8

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 28.72

1.3.3.1 Number of students undertaking field projects or internships

Response: 56

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: B. Feedback collected, analysed and action has been taken	
File Description	Document
Any additional information	View Document
URL for feedback report	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.35

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	2	1

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 33.37

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
195	180	182	178	166

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
540	540	540	540	540

File Description	Document
Institutional data in prescribed format	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per

applicable reservation policy during the last five years

Response: 21.86

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
64	57	67	70	60

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

Through the class tests, group discussions and project work, teachers are able to know who the slow learners are. For them extra coaching and lessons, in the regional language, are the remedial measures taken. They are given short tasks to complete through which their understanding of English improves. Then gradually lengthier tasks are given for improving their skills in verbal and written communication in English.

The weaker students are given questions to solve every week and after suggesting corrections, they are made to rewrite the same answers. This prepares them better for the semester end examinations.

The rapid learners are also made to take the tests but instead of completing these at home, they are made to write the answers in the class. These students too are made to rewrite the answers after correcting them. This way their performance in the semester end examination also improves.

The students are instructed to ask their queries in English and these are not answered if asked in the local language.

File Description	Document
Any additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 13.93	
File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls	
Response: 0	
2.2.3.1 Number of differently abled students on rolls	
File Description	Document
Institutional data in prescribed format	View Document

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	
Response:	
<ul style="list-style-type: none"> • Teachers focus on participative learning by making peer teams in a class room for group discussions and debates on predetermined topics. • The students are also made to speak, for 3 minutes each, on a topic given to them on the spot and giving them only 5 minutes to think. • Students are encouraged to make Power Point presentations on specific topics so that they can share their perceptions of concepts and skills besides reducing their stage fright. • Teachers focus on problem solving methodology by giving the students assignments, projects and case studies to encourage self-learning. • For management students, case studies are solved in the class rooms by giving them different cases to analyze and asked to find the best solution for the same. • Industrial visits and study tours are organized to give an insight into applications of information and techniques they learn. • Various applications based projects are designed and executed by the students under the guidance of teachers. 	
File Description	Document
Any additional information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.	
Response: 100	

2.3.2.1 Number of teachers using ICT	
Response: 14	
File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues	
Response: 13.93	
2.3.3.1 Number of mentors	
Response: 14	
File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning	
Response:	
<ul style="list-style-type: none"> • The College encourages use of Innovative methods in the teaching learning process. • Interactive method is used in teaching-learning process. • Power point presentations, classroom seminars are followed by discussions in the class • Project work is a part of the curriculum in all courses. Accordingly Students are made to select topics for project work under the guidance of teachers. • Teachers make use of Multimedia, Power Point presentations (using LCD projector), use of web sources, subject related websites, YouTube Movies, CD's and DVD's to make the students understand the concepts better. • List of relevant websites are provided to students for reference work. • Students are encouraged to participate in debates and group discussions on specific topics. • When a lecture is free the Class Representative monitors the peer group discussions. 	
File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 7.88

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 6

2.4.3.1 Total experience of full-time teachers

Response: 84

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 0

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 0

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

- Class tests are conducted regularly by teachers in their respective subjects for each unit taught.
- Surprise tests are also given occasionally.
- The evaluation is also based on 'one minute tests', 'summary tests', etc., that are conducted frequently by the teachers with an objective of finding out slow learners.
- The College is affiliated to Mumbai University. The University has both internal and external evaluation components to assess the performance of students and the students are familiarized with this system during orientation at the commencement of their program.
- In the final year of the course, the students are given the opportunity to carry out projects and the quality of their presentation skills as well as the efforts taken in carrying out the project are assessed by external examiners.
- Additionally, question banks have been developed by the teachers of CCSIT and the students are given surprise tests using selected questions from these. After correcting the test papers, the students are advised to rewrite the answers.
- The slow learners are made to write answers of the questions from question bank on a regular basis

and to rewrite the answers after assessment, besides the surprise tests.

- Teachers use innovative methods like asking students to summarize what was taught in a lecture or to give an application of a concept/ skill they have learnt to assess the efficacy of their teaching and the ability of students to learn.

File Description	Document
Any additional information	View Document

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

- The format of internal assessment examinations is given by the respective board of studies, University of Mumbai and is mandatory for affiliated colleges.
- The schedule of internal assessment examination is prepared and displayed on notice board and website, well in time.
- The internal and continuous assessment enables the teachers to receive a feed-back on their teaching methods and also helps them to identify weak and advanced learners.
- The weaker students are made to write answers to the questions in a question bank made for each subject. Their shortcomings are pointed out and the student/s is/are made to rewrite the answers to improve their performance.
- Remedial coaching is given to the weak students/ slow learners in the subject/s they fail to secure passing marks.
- Surprise tests prepare the fast learners better for the semester end examinations.

File Description	Document
Any additional information	View Document

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

- The college has a set procedure to address the grievances of the students related to the examinations.
- It is mandatory to have moderation of all cases getting less than 10% marks below passing marks or above 60% marks and of the 20% of randomly chosen papers of students securing marks between 40 and 60%.
- The student suspected of using unfair means in examination has to write his version and is then given another answer paper to continue to write the examination.
- The invigilator and Senior Supervisor or Conductor of examination also writes report on the incident.

- The concerned student is then asked to present himself at a meeting of unfair means committee.
- In the meeting of unfair means committee the student is given a chance to present his side and after hearing the invigilator and conductor of examination the committee takes a decision, which is conveyed to the student.
- Students can obtain photocopy of their answer sheets from the College/ University, if they are not satisfied by the marks they obtain.

Students can apply for Revaluation/ Reassessment of their answer paper/s to the College/ University. This is done by a competent teacher who was not in the assessment team. The students are notified about the result of revaluation or verification within 40 days. If there is a substantial difference in marks after revaluation, the student can claim the refund of fees for revaluation.

File Description	Document
Any additional information	View Document

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

- The class tests, unit tests, group discussions, etc. are conducted by every subject teacher.
- All formal tests (Internal Assessment tests for example) are accounted for preparing the Academic Calendar of each Semester.
- The assessment/ evaluation procedures are completed during regular teaching-learning in the classroom.
- Surprise tests and other techniques of evaluation are accommodated in the Academic Calendar for learning efficacy.
- The co-curricular activities are considered for providing flexibility in evaluation of students.

File Description	Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

- The College uploads the learning outcomes of each course and program on the College website.
- The preliminary examinations are conducted and the assessed papers are shown and discussed with the students.
- The teachers access University website for the results of their students in the final year (Semester 5

and 6) degree students.

- The result sheets of Semesters 1, 2, 3, and 4 are prepared by the teachers themselves.
- The results are analyzed and the feedback is used in intensifying efforts in the subject that shows poor performance of the students.
- The students are intimated about the result of Semester 1, 2, 3 and 4 in their class rooms and the comprehensive result sheet is also displayed on the students' notice board.
- In the meeting of heads of concerned departments the Principal discusses the plan for remedial coaching if required.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

- Continuous monitoring and evaluation of courses is being done by the Department heads and teachers.
- The Principal ensures good education practices and instructs the teachers to reassure their availability, to the students for solving their difficulties and problem.
- Projects, assignments and PowerPoint presentations are methods of evaluation and assessment of student's performance in most of the subjects.
- In Information Technology and Computer Science the assessment pattern followed is 50 marks for practical and 25 marks for internal besides 75 marks Theory examination.
- In Management studies tutorials are evaluation methods.

File Description	Document
Any additional information	View Document

2.6.3 Average pass percentage of Students

Response: 64.91

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 37

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 57

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.62



Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description

Document

List of project and grant details

[View Document](#)

3.1.2 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0

3.1.2.1 Number of research projects funded by government and non-government agencies during the last five years

3.1.2.2 Number of full time teachers worked in the institution during the last 5 years

Response: 64

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

- Hirwal Education Trust is a venture of reputed Hirwal – Pratishtan, well-known for its landmark contribution towards development of Mahad.
- The spectrum of activities of HET's CCSIT Mahad is wide, in terms of scope and scale.
- In a view to integrate knowledge, skills and proper attitude, HET's CCSIT has based its teaching on appropriate pedagogies.
- Certificate and diploma courses are offered by CCSIT, to its own students and to the aspirants in

the area, empowering them with new skills or enhancing their skills.

- The College organizes Industrial Visits for its students in a view to improve their awareness and personality besides giving them an insight into working of the small and corporate scale industries.
- The College organizes Seminars for improving the interview skills as well as the overall personality development of the students.
- HET's CCSIT believes in value based education. Every endeavor we undertake has a bottom line to achieve the overall growth of the society.
- We aim at inculcation of appropriate attitude & skills as much as knowledge enrichment of the students. We strive to be the agent of change making Raigad District distinct on the global map through appropriation of technology and information.
- We hope to follow the footsteps of the leaders in Science, Technology and Social welfare by a sustained interaction with them.

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 0

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description

Document

List of workshops/seminars during the last 5 years

[View Document](#)

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: No

File Description

Document

Institutional data in prescribed format

[View Document](#)

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

3.3.3 Number of research papers per teacher in the Journals notified on UGC website during the last

five years

Response: 0.12

3.3.3.1 Number of research papers in the Journals notified on UGC website during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	0	0	1	2

File Description

Document

List of research papers by title, author, department, name and year of publication

[View Document](#)

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

Response: 0.55

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	3	1	2

File Description

Document

List books and chapters in edited volumes / books published

[View Document](#)

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Hirwal Education Trust's College of C.S.I.T. Mahad run the Extension program that is Department of Life Long Learning & Extension (DLLE) in college since 2015. *Extension* is a process of *working* with rural people in order to improve their livelihoods. in extension activities, contributing to good citizenship bearing high moral values, community service and holistic development of students. To sensitize students, Cultural and DLLE Program management Committee plays central role. The Faculty members of these

committees introduce various activities to the students during introduction program and ensure their participation throughout the academic year.

HET's College of C.S.I.T. Mahad arrange health check- up camp, blood donation camp, etc Students are motivated to participate in need based outreach activities, such as 'Swachh Bharat Abhiyan', campus cleaning, tree plantation, Marathon, awareness programs about diseases like dengue, etc. Participation in such activities gripped the sense of national integrity, environmental and social responsibility among them.

Students actively participate in various inter-college competitions like Drawing, Food, Flower, Fruit indoor game like chess & carom. Some are outdoor sports arrange in college. Elocution, Essay competition. These lead to emotional, intellectual, social, and inter-personal development of students.

In the academic year 2018-19 College start NSS program and we register 50 students in that program.

List of Extension and Outreach Activities and their impact

Name of the Activity	Type of Activity	Impact on Students
Blood Donation Camp	Public Service	Responsible and Good
Tree Plantation		Residency
Campus Cleaning		
Health Check-up Camp		
Awareness About Diseases like Dengue.	Society Health Awareness and Safety Program	Publically Responsible
Teacher's Day, Guru Poornima, Shiv Jayanti, Dandiya (Navratri), Independence and Republic day Celebration	National Day and Festival Celebration	Sensitization to National Integrity and Communal Harmony
Yoga, Meditation, Soft Skill Development	Lectures and Training	General Development

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 0

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.4.3 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 last five years

Response: 17

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

2017-18	2016-17	2015-16	2014-15	2013-14
6	5	3	1	2

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 58.19

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
175	95	101	85	75

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 0

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document
Any additional information	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 18

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	4	3	3

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

There are 20 well ventilated classrooms and 5 laboratories with all facilities like lamps, fans, platform, white/ green board, smart board, etc.

Audio-Visual Room:-The institution has an air conditioned Audio visual room (Seminar Hall) with a podium, LCD projector and Internet connectivity.

Computing Equipment: The institution has in all 76 computers. All the computers are connected to broadband internet with a speed of 5-20 mbps. The campus has secure Wi-Fi facility for the students and staff.

Other Facilities: - These include: Water purifiers/coolers, Parking, Canteen, Ladies Common Room, Boy's Common Room, health center, yoga / meditation room, gymkhana and a hostel.

General Facilities:-

The institution has printers (2), scanners (1), copiers (1), sound system (1) and LCD projectors (2), Web camera (3) and monitoring system, air conditioners (2).

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

Playground: There is a playground for outdoor games.

Sports: Facilities for the outdoor games like badminton, tennis, cricket, volleyball, Kho-Kho & kabaddi. For the indoor games, there are semi-enclosed areas reserved on the second floor of the building. The sports teachers in other institute of Hirwal Education Trust extend their services to CCSIT students on a regular basis.

Games (indoor & outdoor):

1. Indoor Game: - Chess, Carom, Badminton, Table Tennis.
2. Sports Ground: for Volleyball, Cricket, Kho-Kho and Kabaddi, is available.
3. Gymnasium / Yoga- A Room for Yoga & Meditation.
4. Cultural Activities: A room for Cultural Activities, where student can practice music, dancing, singing, plays, etc.

File Description	Document
Link for Additional Information	View Document

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

Response: 52.38

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 11

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 17.19

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
1.38	2.36	2.87	2.68	3.31

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

- The library has 4 computers with internet connectivity.
- KOHA software for ILMS is available.
- Greenstone software is being used for digitalizing books and documents.
- Scanned print media and photographs; video files, sound tracts, etc. are stored for reference.
- Online databases including interactive video technology, multimedia, digitalized literatures (e-books) are available.
- Catalogue of books in the library can be accessed online on OPAC.
- Students are encouraged to use web links to various newspapers to get the news updates.
- KOHA is open source software.
- It is convenient to use and has cloud computing features.
- It can run on basis technologies on windows, Linux or macox.
- It can be used for online catalogue (OPAC).
- It is effective module for book acquisition and managing periodicals.
- IT can accept barcode & REID technology.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

E-resources:

- **E-Books:** There are several books that can be downloaded from web sites and these are stored in the library as well as the links of these have been given on the College website.
- **Reference Books:** There are several reference books of Management, Economics, Marketing, Statistics & Mathematics, Computer Science and Information Technology available in the library.
- **Special reports:** Electronic special reports like research journals, proceedings of conferences, and ministerial annual reports are for understanding the research methodology and analytical tools for processing the data.
- **Newspapers:** The electronic newspapers and news transcripts are for updating the information about politics, economy, entertainment, sports, business, industry, trade and commerce in local as well as global level.
- **Magazines:** The e-magazines are a great source of additional and processed information. They

provide articles on general as well as complex topics and are normally in ready to digest format.

File Description	Document
Link for Additional Information	View Document

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

- A. Any 4 of the above
- B. Any 3 of the above
- C. Any 2 of the above
- D. Any 1 of the above

Response: D. Any 1 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 0.19

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.07	0.42317	0.32051	0.03369	0.10659

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.5 Availability of remote access to e-resources of the library	
Response: No	
File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students	
Response: 19.14	
4.2.6.1 Average number of teachers and students using library per day over last one year	
Response: 40	
File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi
Response:
IT facilities: We have facilities of BSNL& Sairaj Deep cable Network- for internet connection. All the computers are LAN connected to broadband having speed of 5-20 Mbps.
As an alternative higher speed booster connection is available.
Wi-Fi: 8 Reliance-Jio routers available in our campus. Students and staff can avail of Wi-Fi connection on their laptops, tablets or smart phones
Technology Up-gradation: Licensed software is purchased for subject requirement (Dot Net) and time to time upgrade
IT Maintenance: A full time Technician takes care of maintenance and utilization and maintenance register is maintained by the lab and office.

File Description	Document
Any additional information	View Document

4.3.2 Student - Computer ratio

Response: 2.57

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 5-20 MBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 12.95

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities

excluding salary component year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
1.05	1.48	2.08	2.00	2.96

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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.

Response:

The college follows established system of policies and procedures for maintaining infra- structural facilities

Laboratories

Utilization:

- Class wise laboratory schedules are followed as per time table.
- Standard Operational Procedures for handling various equipment and instruments are strictly followed.
- Non functional equipment's and instruments are discarded by appropriate entry in dead stock register.
- Any requirement of the stocks is timely brought to the notice of the Principal.

Maintenance:

- A register is maintained for entering malfunction/s, faults et.in the computers..
- Technician visits and assesses the maintenance and makes entry in the concerned register.
- The entry of rapair work is checked by the Principal and endorsed.

Library

Utilization:

- Students' entry register is kept at the entrance counter.
- Student with identity card is given entry.
- Board of "Silence" is displayed.

- Students have facility to access online journals and e-book.
- Students are issued two books per 15 days.
- Students are fined for the delay book return. Non return of Library book on time shall be fined.
- A separate reading room is available next to library.

Maintenance:

- Updated accession register is maintained.
- All records of orders and purchase are maintained in the book of records.
- Stock checking is done at the end of each academic year.
- Book of accounts is maintained in library.
- Budgets for library is discussed and approved in library committee.
- Requisitions given by the teachers are maintained for timely purchase of books.

Class Rooms

Utilization:

- Based on the strength of students classrooms are allotted for lectures.
- Lectures and practical are regularly monitored.

Maintenance:

- Maintenance of each classroom is done every day.
- A cleaning register is maintained for recording the maintenance.

Support Facility:

Utilization:

- Electric switchboards have switches marked with number of fluorescent lamps or fan and an instruction to switch off those that are not required, to save the electricity.
- Water filters and coolers satisfy the need for safe and cool drinking water.
- Floor and washrooms are cleaned at least twice every day.
- Vending machine for sanitary napkins is available.

Maintenance:

- Taps and flush tanks are regularly checked for leakage and repaired promptly to prevent wastage of water.
- Annual maintenance contract is made for water filters-coolers.
- Wiring is checked half yearly to ensure safety and to avoid short-circuit.
- A cleaning register is maintained to monitor cleaning of floor and washrooms.

File Description	Document
Any additional information	View Document

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 8.23

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
10	14	8	6	34

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 11.2

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	60	23	9	4

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

- 1. For competitive examinations**
- 2. Career counselling**
- 3. Soft skill development**
- 4. Remedial coaching**
- 5. Language lab**
- 6. Bridge courses**
- 7. Yoga and meditation**
- 8. Personal Counselling**

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: B. Any 6 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 24.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
33	73	50	32	35

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 3.56

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	32	0	0	0

File Description	Document
Details of the students benefited by VET	View Document
Any additional information	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 11.79

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	5	7	3	5

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 3.13

5.2.2.1 Number of outgoing students progressing to higher education

Response: 02

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 20

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	1	0

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	1	0

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

Following the directives of the University of Mumbai, the Institute has formed a Students' Council with a Class Representative and an Assistant Class Representative from each class of the three programs, each with a year degree course; a General Secretary; a Joint Secretary and a teacher in-charge. The Council looks into the welfare of the students. The Council members meet for at least one meeting per month and maintain minutes of the meetings. The resolutions made pertain to various activities that are planned for the students and also to discuss the requirements of the students. Through the Students' Council, there is an

opportunity for the students to develop communication skills, leadership skills and organizational skills. They also maintain a relationship with the past-students of the Institution, involving them in various student centered activities.

As per the mandate of the new Maharashtra Universities Act, there is student representation in the College Development Committee through which the students function as liaison between the Managing Body of the College and the students. In various other Committees of the Institution, like NSS, DLLE, IQAC, students assist the teachers and management in the smooth conduct of events. Through this sustained relationship, the students develop a better sense of belonging to the Institution and take pride in being students of the Institution.

Objectives of Student Council:

To enhance communication between students, management & teachers.

To support the management and staff members in the development of the institution.

To promote a congenial environment in the Institution for better educational and personal development.

To safeguard the welfare of students.

To promote the leadership qualities and organizational skills.

The past-students have also been playing a vital role in giving career guidance, counseling and assistance in organizing various activities and in finding placements. They provide escorts to younger students, guests, differentially abled parents, etc. and help in maintaining discipline during various activities of the students.

File Description	Document
Any additional information	View Document

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 17.6

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise

during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
19	20	17	16	16

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

College has received non-financial contributions from the past students like books, sound systems, wall clocks, etc.

The association of past students of CCSIT has been registered at the office of Assistant Register of Societies, Raigad Division, under the Societies Registration Act 1860, Clause 21 on 13/12/2018 with the registration member-Maharashtra/567/2018/Raigad.

Non-Financial Contribution

Academic Years	Particulars
2017-18	Mr. Siddhesh Waghdole Donated books for Bachelor of Management Course
2017-18	Donation of photo frame of Raje Chhatrapati Shivaji Maharaja by TH of IT Course
2016-17	Wall Clock(TYCS Batch)

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5.4.2 Alumni contribution during the last five years(INR in Lakhs)

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 3

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

Hirwal Education Trust cherishes a dream of raising the standard of living of the rural area like Mahad, through proper education. The Gurukul Academy was established first in 2004 and soon thereafter the College of Computer Science and Information Technology (CCSIT) was launched 20th August 2009. This was with an idea to provide professional education, at a campus equipped with the adequate modern facilities, to empower students with skills and confidence to face domestic and global challenges. With a great synergy, the management, Principal and teachers of CCSIT are moulding the students into competent and responsible youth.

Vision: "Empowerment of students for Social Entrepreneurship and Vocational skills."

Mission:

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

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

Management:

- The Management is in periodic communication with the Principal and discusses the plans for the Institution and their execution.
- The management is keen on ensuring the functioning of the institution in line with the vision, mission, goals & objectives.
- It has set the objectives in harmony with the quality policies and shares its vision through periodic Governing Body (GB), Internal Quality Assurance Committee (IQAC) and College Development Committee (CDC) meetings.

HODs:

- The heads of various departments in the institution keep the Principal updated on the activities of their respective departments.
- They participate in the preparation of academic calendar and its implementation for each semester.
- They ensure the smooth functioning of the teaching, learning and evaluation activities in a genial manner and as per the University directives.
- They prepare semester-wise and annual reports of the activities of their departments.

Students' Council:

- The Institution wishes that the members of Students' Council should not just be a part of the College Development Committee but share the responsibilities of organizing certain activities like Intra-collegiate and Inter-collegiate festivals, students' welfare programs, etc., under the supervision of teachers and Principal.

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

College prospectus, Magazine and website maintain the transparency and details of the college plan. For examination system all the book of records are appropriately maintained.

Following are the other procedures followed:

Teaching and learning

- The teaching staff prepares semester wise teaching plan, time table and lesson plan prior to the commencement of a semester.
- Faculty members maintain a Lesson Execution Diary (log book) with date, time, class engaged and the topic covered.
- A Syllabus Monitoring System is maintained involving signatures of students obtained against lectures engaged and topic taught.
- Faculty members are to be encouraged to attend faculty developing programs, training programs, workshops, seminars and conferences organized by their own and other institutions.
- The institution organizes soft skills, personality development and pre-placement training programs to equip students to meet the challenges in their career.
- Regular visits to industrial and social institutions are organized to get an insight into their working.
- Career oriented courses like MS-CIT, Tally, Conversational English, Computer Typing, etc. should be offered to the students to enhance their employability.

Community Engagement:

- The College develops collaboration with NGO's, for conducting various community welfare programs.
- The students are encouraged to make field visits to identify the strengths and weaknesses of the

society in a view to use the strengths to abolish weaknesses under their leadership.

- The students enrolled in NSS and DLLE volunteer for awareness programs, with various objectives like improvement of social health and hygiene, wildlife and resource conservation, prevention of pollution in the environment, etc.
- The NSS Unit of the College adopts a suitable village in Mahad Taluka and conducts various activities for its overall development.

Scholarships:

- The institute helps all the under-privileged and reserved category students to apply for the scholarship programs/ schemes of the Governments and other organizations to prevent dropouts due to financial difficulties.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The administrative efficacy is ensured by maintaining a perfect harmony between the Governing Body of the Management and CDC with active participation of Principal. All major academic and administrative decisions taken by the managing body are implemented by developing appropriate procedures by the CDC and are put into action by the Principal.

Various committees such as IQAC, Admissions, Scholarships, Time Table, Training and Placement, Alumni, Website, Canteen, Sports, Examination, Library, Purchase, Discipline, SC-ST, NSS, DLLE, Students' Welfare, Women Development Cell, Cultural committee and Nature Club. Additionally, the Anti-Ragging Cell, Internal Complaints Committee, Grievance Redressal Cell, address the issues of students and staff as per the requirements. Each committee has clearly stated objectives and standard operative procedures.

The service rules for all the employees are set by the Managing Body of the Institute, which runs only the permanently unaided programs. The recruitment norms as stated by the University are followed, giving advertisement in local and National Newspapers as well as University Magazine. The applications are scrutinized and interviewed by the selection committee formed of VC nominees and Subject Experts for the qualified candidates. In absence of the qualified persons, the Managing Body interviews candidates and makes temporary appointments. For the qualified staff, the procedure for promotion recommended by the University is followed.

The Grievance Redressal Committee follows standard operative procedure for resolving the complaints if any.

The relationship between the teachers and the students strengthens due to the practice of friendly and supportive environment of the institute.

File Description	Document
Any additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document
Any additional information	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

According to standard procedure, a notice of meeting is given well in advance and with the agenda

mentioned. In the meeting, the Principal, when available, presides over the meeting, failing which the convener of the committee chairs the meeting. In each meeting, the minutes of the previous meeting are discussed along with the compliance on the resolutions. If all attendees approve these, the minutes are accepted. If there is any clarification sought by a member, there is discussion on it and a new resolution, if any, is made.

The minutes of all meetings and the reports of all programs conducted are recorded.

The implementation of the decisions is responsibility of the Principal, who prepares a notice addressing the concerned stakeholders or instructs the administrative staff about it. Sometimes, there may be a policy decision required and in that case the matter is referred to CDC and/or Managing Body to resolve.

File Description	Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

- Facilities like lockers, drinking water, etc. in the teachers' common room.
- Free medical camp for teachers and non-teaching staff.
- Concession in the fees of the wards of staff, in the other institution/s under Hirwal Education Trust.
- Advanced payment of salary to the faculty on the occasion of festival such as Diwali, illness or any critical situation in family of staff.
- Financial assistance for pursuing research, attending workshops/ training programs/ Faculty Development Programs/ Conferences etc.
- Duty leave is granted to the teachers for a variety of purposes like industrial visits, field visits, camps, workshops, training programs, seminars, conferences, etc.
- The office staff enjoys a congenial environment and all the facilities mentioned above are also available to them.

File Description	Document
Any additional information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 42.15

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards

membership fee of professional bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	5	9	4

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 1

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 18.77

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	3	7	0

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

API Forms: Academic Performance Indicator (API) of each staff member is validated by IQAC according to the prescribed norms of the UGC. The API is filled by the staff, verified by the HOD, signed by Principal.

Confidential Reports: Confidential report of each faculty is submitted by the Head of department to the Principal. The same is recorded in personal file.

Performance Assessment: Assessment of teachers by students is conducted every year. Feedback is compiled and analyzed. The outcome of the feedback is communicated to the respective teacher.

Departmental Assessment: The result of a particular subject is an indicator of the performance of the Department. The performance is also analyzed subject-wise and teacher-wise for the necessary action.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Institution conducts internal and external audits every year.

Internal Audit:

The management of the College has appointed M/s. Milan A. Devani as an internal auditor to critically scrutinize the accounts and make suggestions before finalizing these for external audit. Suggestions of the internal auditor are implemented in finalizing the accounts report. The internal audit is done periodically to make the corrections effectively.

External Audit:

The management has appointed M/s. H.S. Modak and Associates as external auditor. The financial statements of the college including books of accounts, vouchers, statement etc are audited by the external auditor. The last audit was done for the financial year **2017-18**. It was completed in Aug. 2018 and the report has been submitted to the management. No major objections were raised during the last audit.

File Description	Document
Any additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The college development committee CDC has defined following resource generation policies and utilization strategies.

Resource Generation Strategy:

- **Fees:** College follows the regulations of University with respect to the collection of tuition and other fees. The major resource of funds is generated through admission fees collected during admission.
- **Maintenance of Accounts:** Examination Department maintains the statement of accounts of examination fee collected and expenditures on examination stationary.

Utilization Strategies:

Budget for each academic year is placed for approval in the CDC meeting for sanction. Once the budget is sanctioned, the Heads of Departments can proceed with the planned activities.

Salary: The salary of staff is disbursed through the funds generated from fees.

Library Expenditures: The library is upgraded on the need basis. Addition of text and reference books

takes place as per the change in curriculum.

Laboratory Expenses: Central purchase committee follows standard protocols and procedures for the purchase of software, hardware and any other equipment on the basis of requirement.

Co-Curricular and Extra-Curricular Activities: All the departments and committees submit budgets for the activities to be conducted by them which are sanctioned by the CDC. Sports material and stationary are purchased in bulk after determining annual requirements to make it cost effective.

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

Response:

The Internal Quality Assurance Committee was formed only in the academic year 2018-2019. Since its formation, IQAC is functional in ensuring a smooth and efficient working of administration; teaching-learning-evaluation, co-curricular/ extra-curricular and extension activities; API scores of teachers; Feedback from students; registration of Association of past-students; etc.

IQAC is also planning workshops for the College teachers as well as teachers of the Colleges in Konkan.

With IQAC working actively, the College is sure to progress on all accounts and in a short period.

File Description	Document
Any additional information	View Document

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

Response:

IQAC of the Institution has been formed recently and the reviewing of the efficacy of teaching-learning and of the methodologies adopted will be done after every semester from 2018-2019.

The IQAC plans to have weekly sessions of the teachers where the use of new techniques/ methods of teaching used by the teachers can be reviewed. The improvement in teaching also happens through the discussions with Head of Department and Principal after the result of a semester examination are declared and analyzed and through the analysis of feedback collected from students.

The teachers share their experiences and difficulties in teaching in class rooms and laboratories so that they can modify the teaching methods.

The interactions with students, particularly during co-curricular, extra-curricular and extension activities, help in developing a more intimate relationship with the teachers and this too help in improving the teaching-learning process.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 0

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: E. None of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

Following the first cycle of accreditation, the institute is determined to achieve improvements in:

- The discipline of students teachers as well as the non-teaching staff of the College,
- Maintaining systematic records,
- Teaching-Learning-Evaluation practices,
- Remedial coaching practices,
- Feedback systems from students, parents, and other stakeholders,
- Transparency in administration and functioning of Committees,
- Communication skills in English,
- Leadership skills among the students,
- Conducting additional training, grooming workshops for personality development of students.
- Community based programs,
- Students' welfare practices,
- Organization of intercollegiate programs.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 11

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	2	3

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

- Provision of equal opportunities to male & female staff and students for participating in all the activities including administrative, teaching, co-curricular, extra-curricular, sports, higher studies, appointments, committees, placements, etc.
- The grievance redressal cells like Anti Ragging cell, Internal Complaints Committee and Women Development cell, resolve the corresponding issues of students and staff.
- Yearly seminars for the female students and faculty members.
- Suggestion box for the students and staff to provide their suggestions / file complaints related to various issues.

Safety and Security:

1. Security Staff: 24 hours security on the campus by duly appointed security guards.
2. Safety for Fire: The fire extinguishers are placed on the premises of the College at prime locations like laboratories and Power Supply Room.
3. Regular inspection of electric wirings and fixtures to prevent short-circuits.

Students Welfare Committees: Looking after scholarships, insurance policies, health issues etc. for the students. Women Development Cell as well as the Internal Complaints Committee plays an important role in generating awareness and addressing the gender related issues. These committees actively organize programs related to gender sensitization. These measures ensure the safe environment necessary for female students and staff.

Counseling Cell: The counseling cell of the College works under the guidance of the Principal and invites counselor, as and when needed, to sort the issues and/or to explain the students why and when they need to consult with a counselor. This service is at no additional cost for the students/ staff.

The teachers provide gender based counseling, if it is in their capacity, whenever students approach them with their problems.

Common Room:

The College has separate common rooms for girls and boys. Vending machine for sanitary napkins has been installed in the College.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 16540

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 43.71

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 7229

7.1.4.2 Annual lighting power requirement (in KWH)	
Response: 16540	
File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

<p>7.1.5 Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management <p>Response:</p> <p>Solid Waste Management:</p> <ul style="list-style-type: none"> • The dry & wet waste is collected separately in green & blue dustbins respectively, kept on the premises. • Canteen uses biodegradable containers. • The biodegradable waste is collected on a daily basis from all dustbins & subjected to composting in the compost pit. • To reduce waste, students and staff are oriented for anti-plastic environment & proper waste management practices through lectures, and documents/ posters displayed on notice boards, in the campus etc. <p>Liquid Waste Management</p> <ul style="list-style-type: none"> • Routine checking and repairing of pipelines, taps, drains and is done regularly. All students & staff are instructed to control wastage of water. <p>E- Waste management:</p> <p>The campus has a centralized facility to collect e-waste such as non-functional computers, laptops, scanners, printers, CDs, pen drives, mobile handsets, etc. and to hand over the same to appropriate agencies involved in safe disposal practices.</p>	
File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rain Water Harvesting

As the water crisis continues to become more severe, there is an urgent need for a water management system. Major portion of land in possession of the Institute is unpaved so that water percolates to the ground table. This is further enhanced by the trees lining the campus. The Institute has installed a ground water recharge system using the rain water. Konkarni is blessed with an ample annual rainfall and most of the water is drained quickly in to the sea which is not far.

The rainwater from roof top is being taken to a percolation tank from where it is directed into a tube well, the water of which is being used only for washing and toilet purposes. There is another tube well that caters to the need of drinking water.

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

• **Students and Staff:**

1. Maximum students use public transport.
2. Some Students and staff walk to the college.
 1. Staff and students are persuaded to minimize use of car, two-wheeler and auto-rickshaw for transport.

• **Plastic Free Campus:**

Canteen:

1. Canteen follows norms of not using plastic/ other non-degradable materials.
2. College has oriented all students and staff for anti-plastic environment.

Plastic Free Campaign:

College organized “Anti- Plastic Awareness Rally” in Mahad, on 5th August 2018. Students gave slogans

about Anti-Plastic for awareness.

Paperless Office:

1. Photographs are maintained in soft copy.
2. All documents are saved in soft copy format so that printing can be done only if and when needed.
3. E-records are maintained to reduce use of paper, wherever possible.

Administration:

1. Major Administration processes have been digitalized.
2. Notices are forwarded on WhatsApp groups of teaching, non-teaching staff and students.

Academics:

1. Class room lectures are conducted by using projector or PPT.
2. For extra and detailed knowledge YouTube videos are recommended.

Green landscaping with trees and plants

1. College students planted around 100 plants on the College campus and management committee of the College donated about 500 saplings to the villagers in the year 2018.

2. In the last 5 years around 1500 trees have been planted.

3. Events like tree plantation, distribution of saplings to villagers, rallies, swachata abhiyan have been and will be organized every year.

File Description	Document
Any additional information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 1.51

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.285	0.20	0.225	0.24	0.108

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 7

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	1	2	1

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 8

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	2	1	2

File Description	Document
Report of the event	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 32

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
7	7	7	6	5

File Description	Document
List of activities conducted for promotion of universal values	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

In the pursuit of all-inclusive education, efforts are taken to make the students conscious about the contribution of social, cultural and educational reformers. There is commemoration of the work done by great social and religious reformers like, Chatrapati Shivaji Maharaj, Dr. Babasaheb Ambedkar, Mahatma Gandhi, etc. The College celebrates birth/death anniversaries of the great Indian personalities like Mahatma Gandhi, A. P. J. Abdul Kalam, and Dr. Babasaheb Ambedkar.

Celebration of important National Days creates awareness amongst the students about issues of human rights, importance of the Indian Constitution, rights and duties of Indian citizens, etc. The college celebrates Independence Day and Republic Day with great enthusiasm. These efforts are steps towards inspiring patriotism and nationalism in the young students. This holistic approach will help in creating responsible citizens.

Sr. no.	National Festivals and Birth Anniversaries	Date
1	Hutatma Din	30th January
2	Shiv Jayanti	19th February
3	Dr. Sarwapali Radhakrishnan Birth Anniversary	5th September
4	Gandhi Jayanti	2nd October
5	Savitribai Phule Birth Anniversary	3rd January
6	Dr. Babasaheb Ambedkar Jayanti	14th April

File Description	Document
Any additional information	View Document

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

- **Financial Transparency:** The College plans its activities within the budget for the year and places it before the CDC of College for comments/ suggestions. All the expenditures of purchase/ maintenance etc. is sanctioned through a purchase committee, which follows a standard procedure.
- **Academic Transparency:** The teaching workload is allocated to the staff members of the respective departments for the following Academic Year at the end of the previous academic year. The teaching assignments are based on the specialization and expertise of the teacher by the Head of the Department. The class wise time table is displayed on the notice boards and individual teacher’s timetable is submitted to the office and lecture monitoring in-charge.

- **Transparency in Administration:** The College administration has several tasks like admission, eligibility, accounts, examination, scholarships, salary disbursement, communicating with the University and Directorate of Higher education, etc. Each department is responsible for execution of the work allotted to it and is also responsible for any lacuna. The administration of the College involves hierarchy with Principal, Heads of Departments, Conveners of committees, Office Superintendent (who is also a member of IQAC) and clerks. Decisions that affect various departments are only taken after a joint meeting of all the concerned staff.
- **Auxiliary Functions:** The management provides for campus security, cleanliness, maintenance and repairs at a central level. The services are prompt and efficient.
- **IQAC:** The IQAC is the pivotal unit in the college. The IQAC is chaired by the Principal and the work is executed by the coordinator and the core committee. All the curricular, co-curricular and extra-curricular activities as well as API forms of the teachers are routed through the IQAC. This ensures transparency at all levels and goes a long way in the smooth functioning of the college.

File Description	Document
Any additional information	View Document

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Best Practice – 1

1. Title of the Practice: Tree plantation & sapling distribution

2. Objectives of the Practice: To encourage students & society to fight the global warming and climate change by maintaining green environment through tree plantation

3. Context: Increasing urbanization and industrialization as well as other development related issues are responsible for the degradation of environment and the quality of human life. The effects of pollution & global warming are being enhanced by deforestation. Therefore it is essential to orient students & the society towards tree plantation.

4. The Practice: Every year the College organizes a tree plantation program & distribution of saplings in nearby villages.

5. Evidence of Success: Tree plantation & sapling distribution program is appreciated by students as well as the society. This program motivates the entire population to take initiative for clean and green environment.

6. Problems Encountered and Resources Required: The students as well as maximum possible number of people in the society need to be contacted well in advance to ensure that they gather at the appointed venue on time to make the activity successful.

Best Practice - 2

1. Title of the Practice: Programs to promote Gender Equality in College

2. Objectives of the Practice:

- To create gender balanced environment in the College.
- To encourage all members of the student community to achieve their full potentials.

3. The Context: Women and men are equally important in the growth and development of a society. However, careful analysis of the Indian society indicates that the situation is not fair for women. The sex ratio in the Indian population has continued to be unfavorable towards women. Therefore, by understanding the need of gender balanced environment, the College promotes gender equality programs.

4. The Practice: Every year college organizes programs that promote gender equality. They include Poster competition, Rangoli Competition, Lectures by women entrepreneur, seminar on women rights, etc.

5. Evidence of Success: The girl students have come to realize that they get equal opportunity in all respects in the institute. This has boosted their confidence and they are enthusiastically participating in all co-curricular and extra-curricular activities of the Institute.

6. Problems Encountered and Resources: Finding woman resource person for a particular program often proves difficult.

File Description	Document
Any additional information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Providing professional/ skill based education to students from rural area with socio-economically underprivileged population.

- To ensure skill based and vocational education, Hirwal Education Trust’s College of Computer Science and Information Technology has professional degree programs such as Computer Science, Information Technology and Management Studies that are essential in the rural areas like Mahad and its surroundings.
- The Institute is well equipped with Computers and necessary software so that one student can work with one computer during the laboratory sessions.

- As many of the students are first generation learners, the college involves the parents in their growth, progress and achievement for which regular parents' teachers meetings are organized.
- The college campus is enabled with a secure Wi-Fi connection for students and teachers.
- The college has adopted technology based methods of teaching and learning and efforts are taken to provide the students with the latest information technology faculties.
- The Institution is trying to provide PG courses in the respective programs.
- The efforts of HET have already borne fruits and several of the students have secured good positions in the private/ Government/ semi-government establishments.
- The students are gaining progressively greater confidence not only in their skills but also in their Social responsibilities.

File Description	Document
Any additional information	View Document

5. CONCLUSION

Additional Information :

Hirwal Pratishtan, the apex organization, was established for the welfare of the relatively underprivileged people of Konkan area in Maharashtra, established the Hirwal Education Trust, to provide a reliable source of education for the upliftment of the community. The College of Computer Science and Information Technology, started by the Hirwal Education Trust, is committed not only to provide a skill based, vocational education to the upcoming generations but to build their character strong enough to accept any local, National or Global challenge. At CCSIT we try to infuse sensitivity towards the socio-economic issues into the students and groom them for various competencies.

Concluding Remarks :

Going through the procedure of the first cycle of accreditation gave the institution an opportunity to introspect and identify the gaps. The exercise helped us and made us determined to overcome and grow stronger to emerge as a fast developing educational organization. Strategic efforts will be made to take sensible decision before entering into the next cycle of accreditation. Institution will certainly launch several vocational, value added and life-skill courses for its own as well as other students in the vicinity. Also, we intent to start Post-Graduate Programs and will intensify the focus on research and innovations. Measures will be taken for collaborative initiatives with industry and academia for exchange programs.

We would, however, remain committed to build the newer generations of responsible citizens with a stronger National character

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Number of certificate/diploma program introduced during the last five years</p> <p>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>12</td> <td>12</td> <td>12</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Remark : HEI input edited according to provided information, According to SSR MS-CIT certificate provided by HEI. According to this input edited.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	12	12	12	12	10	2017-18	2016-17	2015-16	2014-15	2013-14	1	1	1	1	1
2017-18	2016-17	2015-16	2014-15	2013-14																	
12	12	12	12	10																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	1	1	1	1																	
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	4	4	4	4	4	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
4	4	4	4	4																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	0																	
2.4.3	<p>Teaching experience per full time teacher in number of years</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 78 years Answer after DVV Verification: 84 years</p>																				
3.3.3	<p>Number of research papers per teacher in the Journals notified on UGC website during the last five years</p> <p>3.3.3.1. Number of research papers in the Journals notified on UGC website during the last five</p>																				

years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
9	1	1	2	5

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5	0	0	1	2

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

3.4.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	3	3	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

3.5.2.1. Number of functional MoUs with institutions of national, international importance, other

universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	4	4	4

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	4	3	3

4.2.3 Does the institution have the following:

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : HEI input edited according to provided documents in college web-site.

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0.02675	0.42317	0.32051	0.03369	0.10659

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0.07	0.42317	0.32051	0.03369	0.10659

Remark : HEI input edited according to provided documents.

4.2.5 Availability of remote access to e-resources of the library

Answer before DVV Verification : Yes
 Answer After DVV Verification: No
 Remark : HEI input edited because no relevant documents found.

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

Answer before DVV Verification : A. 7 or more of the above
 Answer After DVV Verification: B. Any 6 of the above

5.2.2 Percentage of student progression to higher education (previous graduating batch)

5.2.2.1. Number of outgoing students progressing to higher education

Answer before DVV Verification : 22

Answer after DVV Verification: 02

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	0	0

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five

years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	5	9	4

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	3	7	0

Remark : HEI input edited according to provided documents. one day workshop not consider here.

7.1.9

Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

Answer before DVV Verification : C. At least 4 of the above

Answer After DVV Verification: D. At least 2 of the above

Remark : HEI input edited according to provided documents.

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations